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ABSTRACT

An end-of-year evaluation of the 1979-80 University of Minnesota's General College (GC) Pilot Education Program (PEP) for academically underprepared minority group students is presented. The results show that compared to other GC students, the PEP students came to the college with weaker academic skills, and had different personal characteristics. While the PEP students achieved and were retained at levels comparable to other GC students during the fall quarter, as the year progressed, they tended to perform more poorly than the students in the comparison groups. A profile of the more successful PEP students shows them to be younger, have high educational aspirations, and come from families where the father has post-high school training. Recommendations are made to continue skill development and counseling activities for the students throughout the year, but to fully incorporate these activities into regular course offerings by altering the credit, timing, and sequencing of the courses. Detailed statistical information is included. (Author/SW)

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PEP pilot education programs

FINAL REPORT 1979-1980

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general college

UNIVERSITY OF MINNESOTA

Office of the Dean

UNIVERSITY OF MINNESOTA
TWIN CITIES

General College
108 Nicholson Hall
216 Pillsbury Drive S.E.
Minneapolis, Minnesota 55455

November 19, 1980

Frank Wilderson
Vice President, Student Affairs
110 Morrill Hall

Dear Frank:

In the fall of 1979, the General College received through the Office of Minority and Special Student Affairs (OMSSA) a part of a University Legislative Special designated for retention. With this allocation, the General College mounted an academic retention program for various groups of minority students. According to the terms of our original proposal to OMSSA, the General College understood that it was obligated to prepare an accounting of the use of the funds allocated to us and an evaluation of our retention program. The attached report is submitted to you as a fulfillment of that commitment.

The report and the documents accompanying it are, I believe, clear and convincing testimony to the faithful expenditure of the funds provided to us for retention efforts and to the success of the program that the funds helped to create.

The attached report speaks for itself. However, if you or any of your colleagues would like clarification or elaboration of any point in it, both Professor Zanoni, the primary author, and I are available to discuss its contents with you at your convenience.

I would appreciate any reaction that you might have to the attached report.

Cordially,

Jeanne T. Lupton
Dean

JTL/rmr
CC: C. Peter Magrath
Nils Hasselmo
Stanley B. Kegler
Kenneth Keller
Clinton T. Johnson
Candido Zanoni

APPENDIX A

A CURRICULAR EXPERIMENT FOR UNDERPREPARED MINORITY STUDENTS: AN EVALUATION OF THE GENERAL COLLEGE PILOT EDUCATIONAL PACKAGES (PEP)

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and

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August 1980

Abstract

This paper presents an end-of-year evaluation of the General College's (GC) Pilot Education Program (PEP) for academically underprepared minority students. The results showed that compared to other GC students, the PEP students came to the College with weaker academic skills, and had different personal characteristics. While the PEP students achieved and were retained at levels comparable to other GC students during fall quarter, as the year progressed, they tended to perform more poorly than the students in the comparison groups. A profile of the more successful PEP student shows him/her to be younger, have high educational aspirations, and come from families where the father has post-high school training. Recommendations are made to continue skill development and counseling activities for the students throughout the year, but to fully incorporate these activities into regular course offerings by altering the credit, timing, and sequencing of the courses.

Evaluation Design

In order to compare PEP students' academic progress and characteristics with those of other GC students, two control groups were used. The first, referred to as "non-PEP control," consisted of GC nonwhite freshman students, most of whom received financial assistance through the Office of Minority and Special Student Affairs (OMSSA). Generally, these students did not select the PEP program because their prior academic history suggested that they were not academically underprepared in comparison with the PEP students. The second control group, referred to as "psychology class control," consisted of all freshmen enrolled in a section of a General College introductory psychology course. It was hypothesized that this group would closely resemble the typical GC freshman student. The two control groups, as well as the PEP students, were identified at the beginning of fall, 1979. Students who were enrolled in any part of the PEP program at the beginning of fall quarter were considered PEP students for the entire year.

Surveys, Data Collection, and Data Analysis

Data were collected in several ways. During freshman orientation, students completed the General College Entrance Comprehensive Examination, consisting of a verbal and a math component. Results of this test are used by GC advisers to help students select appropriate courses. Students also completed the Academic Motivations Inventory (AMI), a self-report instrument to assess students' motivations for attending college. Finally, during orientation, the students completed a personal survey which asked for demographic information about the students and their family backgrounds, as well as about the needs and concerns of the students as they began college. The information collected during orientation was gathered and summarized for the PEP students and the two control groups. Other demographic information and student high school percentile ranks were collected from student files. These data originate in the University Admissions and Records Office.

At the beginning of fall quarter, 1979, students in the PEP program and the psychology class control group were asked to complete the Brown-Holtzman Survey of Study Habits and Attitudes and the Mooney Problem Checklist. These two instruments were administered again at the end of the quarter and used to assess student change in study habits and attitudes and to indicate types of problems that students were concerned about at the beginning and the end of the fall quarter. These instruments were also used by some of the faculty advisers in their counseling and advising of PEP students.

At the end of the 1979-80 academic year, grade transcripts for students in PEP and the two control groups were examined. Information was collected from the transcripts to determine grade point average (GPA), credit completion ratio (CCR), and retention rates for fall, winter, and spring quarters separately as well as cumulatively for the year. This information was calculated for each PEP program singly as well as for all PEP students combined. GPA and CCR were also calculated separately for particular types of courses that students took. GPA and CCR were determined for GC skills classes (e.g., 1402, 1405, 1708, 1431, etc.), GC regular classes (including the various ethnic classes), and non-GC classes.

GPA was calculated in two ways. The first way ignores all non-credit grade symbols (i.e., N, I, W) and uses a scale of A=4, B=3, C=2, D=1. This is the way that the

University typically calculates GPA. Since other institutions often include N and F grades in the calculation of GPA, for comparison purposes, GPA was also calculated using a scale of A=4, B=3, C=2, D=1, and N=0 (I and W grades were ignored). The CCR is actually the percentage of credits completed to those attempted and was calculated by dividing all credits earned by those attempted. For retention data, only students who withdrew officialy (all W's or a withdrawal notation on the transcript) were considered as College and University withdrawals.

To determine if any GPA and CCR differences between PEP and the control groups were statistically significant, planned comparisons were made using the .05 level as statistical significance.

Results

The total number of PEP students as identified in fall, 1979, included 116 students. Of these students, 36 were American Indian (PEP I), 42 were Chicano/Latino (PEP II), and 38 were Black (PEP III). The non-PEP control group consisted of 86 primarily Black students. The psychology class control group consisted of 83 primarily white students.

The results are divided into five parts. Part I presents the high school academic background and GC Entrance Examination results. Part II gives the academic achievement indicators of GPA, CCR, and retention for the year. Part III presents demographic information and self-reported needs of the students. Part IV gives data relevant to the Academic Motivations, Study Habits, and Problem Checklist surveys. Part V identifies variables which seem to be related to the most academically successful students in the College.

The appendix includes Tables 1-6 which present specific academic and retention data for the entire year for all PEP and control group students. Figures 1-7 graphically present this data. Tables 7, 8, and 9 present the same information separately for PEP I, II, and III. Tables 10-37 give high school academic information, GC Entrance Examination scores, results of the motivations, study habits, and problem area surveys, and demographic information for all students. Tables 38, 39, and 40 give the same data separately for each PEP group. Tables 41-43 show correlations between selected demographic and academic variables and first-year college achievement and retention.

Part I: High School Academic Background and GC Entrance Examination Results

1. PEP students had lower average high school percentile ranks compared to the two control groups (Table 10). PEP students were also less likely to graduate from high school compared to the psychology class control. Due to incomplete data, comparison of high school graduation rates between PEP and the non-PEP control group is difficult because while 25% of the PEP students did not graduate from high school compared to 16% of the non-PEP group, 60% of the PEP students graduated from high school compared to 41% of the non-PEP group (Table 11). High school percentile ranks were missing for 70% of the PEP students, 55% of the non-PEP control group, and 23% of the psychology class control. Comparing the three PEP ethnic groups individually, Black students were more likely to have had graduated from high school and to have achieved higher high school percentile ranks compared to the American Indian and Chicano students (Tables 38-40).

2. On the GC Entrance Examination, the PEP students scored similarly to the non-PEP control group on organizational ability and arithmetic, but lower on verbal ability and algebra. The PEP and non-PEP control groups scored much lower than the psychology class control group on all four subtests of the examination (Table 11). While only 6% of the psychology class control did not complete the GC Entrance Exam, 31% of the PEP students and 17% of the non-PEP control group did not complete it. The American Indian students scored better than the Chicano and Black students on organizational ability and verbal reasoning (Tables 38-40).

Part II: Academic Achievement and Rentention for each Quarter and the Year

1. The yearly cumulative GPA for all classes calculated without N grades showed PEP students to have achieved statistically significant higher GPA's compared to the two control groups. During fall and winter quarters, PEP students also achieved higher GPA's at a statistically significant level. During spring quarter, PEP students achieved higher GPA's but not at a statistically significant level. GPA's for the three groups tended to remain relatively stable during the three academic quarters. While there was a large difference between GPA's earned in GC skills classes compared to other classes, there was little difference between GPA's earned in GC regular classes and non-GC classes. However, data for non-GC classes should be interpreted cautiously since they represent fewer numbers of credits compared to GC skills and regular classes. (Consult Table 1 and Figure 1.) Tables 7, 8, 9 (part A) show that for the individual PEP groups, the overall cumulative GPA's were fairly similar, with the Chicano group being somewhat higher than the American Indian and Black groups.

2. Table 2 and Figure 2 present GPA's when N grades are included in the calculation and show that much of the statistically significant differences between PEP and the control groups disappear. Only during fall quarter did PEP students achieve statistically significant GPA's higher than the non-PEP control group. While all of the quarterly and cumulative GPA averages for all classes were above 2.0 for the psychology control group, all but one of the GPA's were below 2.0 for PEP and the non-PEP control groups. The lowest GPA averages for the PEP and psychology groups tended to be in non-GC classes. The non-PEP control group tended to have higher averages in non-GC classes (Figures 5 and 6). Again, the Chicano students tended to have higher GPA's compared to the American Indian and Black students.

3. When the percentage of credits completed is examined (Table 2 and Figure 3), the psychology control group completed a statistically higher percentage of credits each quarter and cumulatively compared to the PEP group. The PEP and non-PEP groups completed similar percentages of credits, except during fall quarter when PEP students completed a higher percentage of credits and winter quarter when the non-PEP group completed at a higher level. Completion rates for GC skills and regular courses did not differ a great deal, but non-GC classes tended to be completed less often compared to GC classes (Figure 7). Tables 7, 8, 9 (part B) show the completion rates to be highest for the Chicano students, followed by the Black and American Indian students. All three ethnic groups had relatively similar completion rates regardless of the type of courses, except for the Black students who tended to complete non-GC courses at a lower rate. For all three ethnic groups the percentage of courses completed decreased with each succeeding quarter.

4. Tables 4 and 5 and Figure 4 give retention data. PEP students, compared to the control groups were retained at similar levels during fall and winter quarters. PEP students remained registered at lower levels during spring quarter compared to the control groups. The two control groups showed large decreases in enrollment from fall to winter quarters (14% for non-PEP control and 17% for psychology control) with small decreases from winter to spring (4% and 7%, respectively). PEP students, however, experienced a 14% decrease in enrollment from fall to winter, and a 17% decrease from winter to spring. Table 5 shows that 59% of the PEP students remained registered for all three academic quarters compared to 64% for the non-PEP control and 70% for the psychology class control. Tables 7, 8, 9 (parts C and D) showed that the American Indian students were least likely to remain registered from fall to spring quarters (44% decrease) compared to the Chicano students who experienced a 31% decrease and the Black students with a 21% decrease. About two-thirds of the Chicano and Black students remained registered for all three quarters compared to 42% of the American Indian students.

5. Table 6 shows the types of courses registered for by the PEP and control groups. PEP students registered for slightly more credits than the control groups. They also registered for more skills and non-GC courses and fewer GC regular courses compared to the other groups. For all three groups, the number of skills courses registered for decreased as the year progressed. PEP students tended to register for similar numbers of non-GC credits during each quarter, while non-PEP and psychology students increased the number of non-GC credits they registered for each succeeding quarter. Tables 7, 8, 9 (part E) give the credit distributions for each ethnic PEP group. Chicano students registered, on the average, for more credits during the year compared to American Indian or Black students. Black students tended to register for similar amounts of GC skills and regular courses and non-GC courses as the year progressed. Chicano students increased their number of GC regular courses during the year, while decreasing the number of GC skills courses. The American Indian students also decreased their number of GC skills course credits during the year, but the number of GC regular course and non-GC credits remained fairly constant.

Part III: Demographic Data and Self-Reported Needs

1. The data concerning student demographic characteristics, needs, and plans should be interpreted cautiously, as only 48% of the PEP students, 60% of the non-PEP control students, and 57% of the psychology control students completed a Student Survey during fall quarter orientation/registration. Demographic information from the University's Admissions and Records Office was complete for 46% of the PEP students, 42% of the non-PEP control students, and 54% of the psychology class students.

2. PEP students tended to be older than students in the control groups. Thirty-three percent of the PEP students were older than 22 years, while only 24% of the non-PEP students and 11% of the psychology class students were older than 22 years (Table 16).

3. The large majority of students in the three groups were not veterans of the armed services (Table 17).

4. PEP students indicated more often, compared to the psychology students, that they did not plan to work while going to college (43% vs. 19%, respectively).

PEP and non-PEP groups indicated most often that scholarship monies would be their primary means of supporting themselves in college. The psychology group identified family, work, and savings as their primary means of financial support (Tables 18 and 19).

5. Most of the PEP students (77%) indicated that the General College was their first choice of college. The non-PEP and psychology groups indicated GC as their first choice 50% and 34% of the time, respectively. Thirty percent of the PEP students applied to at least one other college, compared to 47% of the non-PEP group and 56% of the psychology group. Twenty-five percent of the PEP students were admitted to at least one other college, compared to 33% of the non-PEP students and 39% of the psychology students (Tables 20-22). Table 36 gives the reasons that students enrolled in the General College. The data indicate that the PEP students were interested in developing themselves intellectually and becoming prepared for better jobs. While all three groups tended to have similar reasons for attending GC, PEP students differed from the psychology group on wanting to get better jobs, becoming a more cultured person, needing necessary courses to transfer, and not being accepted by the college of first choice. The latter two were cited more often by the psychology class control.

6. Over 50% of the PEP students had not enrolled in any school for one year or more before enrolling in GC, compared to only 21% of the students in the psychology class. The PEP students were less likely to have taken any post-secondary courses before enrolling in GC, compared to the other two groups (Tables 26 and 27).

7. The large majority of students in the three groups aspire at least to a bachelor's degree. Thirty-one percent of the PEP students aspire to a degree beyond the bachelor's degree, compared to 37% of the non-PEP students and 24% of the psychology students (Table 28). Thirty-two percent of the PEP students do not plan to transfer from GC, compared to 19% of the non-PEP groups and 9% of the psychology class. Thirty-two percent of the PEP students were not sure of their transfer plans, compared to 15% of the non-PEP group and 19% of the psychology class (Table 24).

8. The parents' educational levels were lower for the PEP students, compared to the other groups. Relatively few parents of the PEP students had attempted or completed any post-secondary training, compared to the parents of the other groups. Over 50% of the psychology students indicated at least one parent with post-secondary training, compared to 38% of the non-PEP group and 14% of the PEP students (Table 30). Skilled trades was the highest occupational group listed as a parental occupation by the PEP students. The psychology students listed managerial occupations as the largest single group (Table 29). Table 23 indicates that for a large majority of the PEP and non-PEP students, they were the first children in their family to attend the University. The psychology students were less likely to be the first in their family to attend the University.

9. Only 11% of the PEP students and 4% of the non-PEP students indicated before fall quarter that they would have trouble passing any of their courses. This compares with 53% of the psychology class who answered affirmatively to the same question (Table 32).

10. Table 31 presents student self-ratings of how well prepared they feel in areas related to collegiate success. PEP students believed themselves better prepared than the other students in math, and less well prepared in reading. PEP students also indicated less preparation in time-management skills, compared to the other students. Generally, PEP students indicated feeling poorly prepared in the areas listed more often than did the other students.

11. All three student groups identified English and math most often as the subject areas in which they expected to need tutoring or remedial help. The PEP students indicated greater needs in all the subject areas, compared to the other groups. The non-PEP control group indicated greater needs than the psychology group (Table 34).

12. Students in the three groups indicated that counseling that focused on financial, career, and academic matters would be the most helpful to them. The PEP students identified financial counseling as the most helpful. The need of counseling for stress reduction and test or speech anxiety was indicated by 20% of each of the three groups (Table 37). Over 60% of each group indicated that they could possibly use assistance in planning for a career. Only 21% of the PEP students did not feel the need for career-planning assistance (Table 33).

13. Tables 38-40 present demographic and student need information for the three PEP ethnic groups individually. While the incompleteness and volume of data presented makes summarization difficult, comparisons between the three ethnic groups show American Indian students to be older and have been out of school longer than Black or Chicano students. Black students indicated transfer plans to other colleges within the University more often, and Black students also seem to have parents with more post-high school education compared to the Chicano and American Indian students.

Part IV: Survey of Study Habits and Attitudes (SSHA), Mooney Problem Checklist, and Academic Motivations Inventory (AMI)

1. The Survey of Study Habits and Attitudes (SSHA) showed no statistically significant differences between the PEP students and the psychology class at the beginning of fall quarter. Likewise, the changes in scores of these two groups from the beginning to the end of the quarter showed no significant differences. Students in both the PEP group and the psychology class scored similarly at the beginning and the end of the quarter (Table 12). On the SSHA pretest, Chicano and Black students reported a greater knowledge of study habits compared to the American Indian students. However, only six Black students completed the questionnaire and, therefore, only tentative comparisons can be made. On the SSHA post-test, American Indian students showed a substantial increase in reported study habits and attitudes compared to the Black and Chicano students. Only two Black students completed the post-SSHA and, therefore, comparisons again can be only tentative (Tables 38-40).

2. On the Mooney Problem Checklist, the PEP students reported fewer problems at the end of fall quarter compared to the number of problems reported at the beginning of the quarter. The number of problems reported by the psychology class was similar at the beginning and the end of the quarter.

At the beginning of fall quarter, the PEP students indicated fewer problems compared to the psychology students. Because of the small number of students who completed the post-test, the post-test results should be interpreted cautiously (Table 13). Tables 38-40 give individual data for the three ethnic groups. Few Black students completed the Mooney Problem Checklist. The American Indian students reported more problems at the beginning of fall quarter, but by the end of fall quarter, the Chicano and American Indian students reported similar numbers of problems.

3. The Academic Motivations Inventory (AMI), completed during freshman orientation, showed little difference among the PEP, non-PEP control, and psychology class groups on the 16 scales (Table 14). Also, few differences were evident when comparing the three ethnic groups individually.

Part V: Correlations Between Selected Variables and Measures of Academic Success and Retention

Efforts were made to identify relationships between certain student characteristics and measures of academic success and retention. Tables 41-43 report these data. They show that:

1. For minority students (PEP and non-PEP control groups combined) the single best predictor of cumulative credit completion ratio (CCR) was the high school percentile rank, which had the highest correlation with CCR ($r = .49$). The Persisting Motives scale (tending to keep working at something until it is completed) on the Academic Motivations Inventory (AMI) also had a significantly positive correlation with student CCR. When GPA was calculated without including N grades, the Organizational Ability subtest of the GC Comprehensive Entrance Test correlated positively and significantly with CCR. When N grades were included in the GPA calculation, high school percentile rank and the Persisting Motives scale had the highest, positive correlations with GPA. Since these two variables were also correlated with CCR, for these GC minority students, the best predictors of success during the first year of college were the students' prior academic record as measured by high school percentile rank and motivation to persist (Table 41).

   Continued registration throughout the year correlated significantly with two AMI scales: Discouraged About School (feeling like school is too hard or that it doesn't do any good to study) and Female Continuance (constructed to correlate with female retention). The negative correlation between Discouraged About School and continued registration implies that the more students felt discouraged about school before fall quarter, the less likely they were to remain registered all year.

2. For the psychology control group, the only variable having a significantly positive correlation with CCR was the GC Comprehensive Exam algebra subtest. Three AMI scales had significantly negative correlations with CCR: Competing Motives (desiring to do better than other students), Facilitating Anxiety (pressure or anxiety that is enjoyable and/or helps the person to do better work), and Approval Motives (the desire to be thought well of as an explicit reason for learning or doing well in school). Therefore, the higher the CCR, the lower the scores on these subtests and vice-versa. GPA was significantly and positively correlated with the GC Comprehensive Exam subtests and six

AMI scales had significantly negative correlations with GPA for the psychology control group. The continued registration variable had a significantly negative correlation with the Facilitating Anxiety scale of the AMI. The patterns of correlations for students in the psychology control group were very different from those for the minority students. The GC Comprehensive Exam subtests were much better predictors of college academic success for the psychology control group, and high school percentile rank was a stronger predictor of success for the minority students. When all students were combined (Table 41), the correlations tended to be fewer and weaker between the variables, especially the AMI scales. These data suggest that different variables are related to academic success for minority and non-minority students.

3. For the groups of PEP and non-PEP combined, psychology control, and all students combined, fall quarter CCR and GPA (N grades included) correlated significantly (.01 level) with students' continued registration in school, indicating that those students who were successful fall quarter were most likely to remain registered during the academic year (Table 41).

4. Efforts to develop prediction equations for GPA and CCR separately for minority and non-minority students were not successful due to large amounts of missing data. No satisfactory equations were obtained that predicted more than 25% of the variance for GPA or CCR.

5. While not subjecting the data to strict statistical tests to determine significant differences, Table 42 shows the following trends: In all three groups (PEP, non-PEP control, and psychology control) females tended to have lower CCR's than males. However, for PEP and non-PEP, female GPA's (not including N grades) were higher than male GPA's, while in the psychology control group, GPA's were lower for females than for males. When N grades were included in GPA's, there was very little difference between male and female GPA's. Younger PEP students tended to have higher CCR's and GPA's than students 23 years and older. The reverse was true for non-PEP and psychology students. PEP students whose fathers had academic training beyond high school had greater academic success than those whose fathers had a high school diploma or less. For non-PEP and psychology students there was very little difference between students whose fathers had these different levels of academic background. For all three groups, students with aspirations to attain a degree beyond the four-year degree had higher CCR's and GPA's than those students who aspired to attain a four-year degree or less.

6. Table 43 further showed that for the three groups (PEP, non-PEP, psychology), a higher proportion of males than females remained registered for all three quarters. Students remaining in school tended to be between 17 and 22 years of age. Students 23 or older had a higher dropout rate. PEP and non-PEP students having fathers educated beyond high school had a higher retention rate than students whose fathers had a high school diploma or less. The reverse was true for psychology fathers. In all three groups, students who aspired to attain a degree beyond the four-year degree tended to have a higher retention rate than those who were aspiring for a four-year degree or less.

Discussion

Through a combination of academic skills and regular courses, intense advising and counseling, and strong ethnic identification, the GC PEP curricular experiment attempted to enhance the academic success of underprepared minority students. The large amount of data presented in the previous pages gives an indication of the relative success of the Program. By traditional academic measures (i.e., GPA, credits completed, and retention), we can say that, generally and in comparison to other GC minority students, the PEP students achieved and were retained at similar levels. However, compared to a group of freshman students enrolled in a GC introductory psychology class, the PEP students achieved and were retained at lower rates. However, it needs to be emphasized that the PEP students entered the College with weaker skills and consequently poorer chances of success compared to these other groups. Therefore, although the PEP students achieved similarly to the minority comparison group, in order to do so they had to overcome more deficiencies during the year.

A more specific examination of these academic indices shows that PEP students, compared to both control groups did quite well fall quarter. They achieved over a 2.00 GPA (including N grades), completed 70% of their classes, and 92% remained registered during the quarter. By spring quarter these figures were much reduced: GPA below 1.75 (including N grades), completed 41% of their classes, and 61% remained registered. Figures 1-4 graphically show this downward trend. While the comparison groups also experienced decreases during the year, PEP students had the most prominent decreases. This downward trend suggests that perhaps the intense support and skill development afforded PEP students during fall quarter was removed too soon. Table 6 shows that during spring quarter PEP students enrolled in fewer GC skills classes and more non-GC classes. However, the answer is not necessarily for PEP students to register for fewer GC regular and non-GC courses as an examination of GPA's and credit completion ratios for GC skills, GC regular and non-GC courses during spring quarter show them to be similar. Even assuming that the students needed more academic skill development, a serious motivational problem arises among the students as they complain about not wanting to be "held back" by skill courses and desiring to take more "transferable" courses. Perhaps innovative ways need to be explored and tested whereby students can achieve skill proficiency while enrolled in regular college courses during their second and third quarters. Perhaps the concept of separate skills courses needs to be reexamined in favor of a system which incorporates these skills into existing regular courses. It may necessitate a rearrangement of credits and hours for these particular course sections so that, for example, a five-credit history course could meet three hours per week over two quarters with the extra time given to skill development in reading, writing, and study behavior.

Together with providing academic skill development, a strong supportive/counseling component is indicated for PEP students. Of those PEP students who responded to the Student Survey, 75% indicated that they wanted help with career decision-making. Further, 64% and 43% indicated that they desired financial and academic counseling and 20% were desirous of counseling to reduce stress and speech or test anxiety (Table 37). These counseling concerns were generally more frequent compared to the control groups, and combined with low academic skill development, represent a substantial handicap for the PEP students when entering college. Clearly, it seems that an effective, continuous counseling system needs to be delivered to these students. Small group activity which focuses on the students' major areas of concern would be one way to implement the counseling. Students are

saying that they want help with financial matters, educational and career planning, and stress reduction, in addition to counseling related to family and interpersonal matters. Again, as with delivery of skill services, this counseling component may need to be delivered in different ways: individually, small group, through regular classes. Perhaps greater use should be made of peer counselors, written communication, and telephone counseling to supplement existing counseling personnel and services.

One global index of how successful PEP students were during the year is to count the number of students who remained registered all year, achieved a cumulative GPA of 2.00 or above, and completed at least 75% of their credits. The data showed that 28 PEP students or 24% of the total achieved at these levels. Twenty-two percent of the non-PEP control group and 47% of the psychology group achieved at these levels. Therefore, again PEP students achieved similarly to the non-PEP control group, and lower than the psychology group. For the individual PEP groups of American Indian, Chicano, and Black students, 11%, 33%, and 26% achieved at these levels, respectively. When the levels of achievement are lowered, 40% of the PEP students remained registered all year, achieved a cumulative GPA of 1.50 or above, and completed at least 50% of their credits. This compares with 44% of the non-PEP and 66% of the psychology control groups. For the individual PEP groups, American Indian, Chicano, and Black, 19%, 48%, and 50% achieved at these levels, respectively.

Not only is it necessary to ask broad questions about the relative success of the Program, but also to address the questions related to characteristics of successful students in the College. Part V of the Results section of this paper partially addresses these questions. Clearly, one of the best indicators of whether a student will remained registered during the year is their fall quarter GPA (N's included) and the percentage of credits completed fall quarter. This finding suggests the importance of students getting off to a good start their first quarter in college. For the minority students and all students combined, high school percentile rank correlated most highly with the cumulative percentage of credits completed, and cumulative GPA during the year. Therefore, of the variables examined, the single best predictor of cumulative GPA and credits completed was high school percentile rank. The GC Comprehensive Entrance Exam had little correlation with academic success for the minority students, but correlated more highly (especially the verbal component) for all students combined.

There was little difference between female and male PEP students and their levels of achievement and retention. However, younger PEP students (22 years and below) achieved better than students older than 22 years. Also, PEP students whose fathers had more than a high school education achieved better and were less likely to drop out compared to those whose fathers had less education. The PEP students' level of aspirations was not related to achievement levels. However, those with higher academic aspirations were more likely to remain enrolled.

To summarize generally, among the PEP students, it appears that the more successful and persistant students tended to be younger, came from families where the fathers had post-high school education and had educational aspirations beyond a four-year degree.

Conclusions

Obviously, all of the comparisons, subtle differences and analyses of such a large amount of data is beyond this report. However, some concluding comments can be made. PEP students when entering during fall, 1979, were very different from a more typical group of GC students in both demographic characteristics and academic development. They were also different, but less so, than a group of GC minority students not in the PEP program. PEP students achieved and were retained at high levels during fall quarter, but these achievements decreased as the year progressed. The most successful PEP student was younger, had high aspirations, and came from families with post-high school educated fathers.

These findings suggest that a program specifically designed for students as those enrolled in the PEP program is needed as they appear to have different needs from other GC students. It is suggested that skill development and counseling of these students continue at a regular and intense way during the entire academic year. However, due to student (and perhaps faculty) resistance to registering for primarily skills courses during the year, efforts need to be made to integrate skill development and counseling activities into existing and regular courses (perhaps by altering the credit, timing, and sequencing of the courses). Finally, hopefully, other variables can be found, and deeper levels of sophistication achieved to further evaluate a program of this nature. In this evaluation, no attempt was made to examine variables such as the nature of the student-teacher interaction, classroom attendance, specific personal stresses of the students, and other variables which may have impact on student achievement and retention. Through dialogue and discussion, perhaps this report can provide an impetus to examine other interventions and factors which contribute to student achievement and retention in the General College.

TABLE 1

MEANS AND STANDARD DEVIATIONS OF GRADE POINT AVERAGES (GPA) FOR ALL STUDENTS WHO REMAINED REGISTERED EACH QUARTER

(Scale: A=4, B=3, C=2, D=1; N's not included in calculations)

	PEP (N=116)				Non-PEP Control (N=86)				Psychology Class Control (N=83)			
	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes
Fall Quarter												
GPA	3.05	2.62	2.30	2.73	2.45	2.24	3.00	2.27	3.00	2.37	3.00	2.45
Standard Deviation	.69	.73	1.10	.69	.74	.68	.00	.64	.71	.67	.87	.63
Number of students	57	92	5	99	25	56	2	60	13	74	9	73
Winter Quarter												
GPA	2.99	2.74	2.84	2.73	2.47	2.21	3.30	2.26	2.79	2.42	2.40	2.44
Standard Deviation	.70	.81	1.09	.75	.96	.75	.80	.74	.74	.59	.95	.60
Number of students	36	63	13	69	23	58	14	56	13	62	16	63
Spring Quarter												
GPA	2.74	2.68	2.40	2.62	2.71	2.30	2.34	2.33	2.63	2.59	1.88	2.48
Standard Deviation	.82	.72	1.26	.72	.63	.80	.74	.71	.45	.80	.87	.72
Number of Students	17	42	9	48	10	38	10	42	7	49	19	50
Cumulative												
GPA	2.97	2.58	2.60	2.64	2.50	2.22	2.84	2.24	2.82	2.42	2.23	2.43
Standard Deviation	.65	.63	1.09	.57	.79	.61	1.03	.55	.68	.58	.85	.55
Number of students	70	93	22	94	41	63	19	68	24	74	30	74

Significant Contrasts: All Classes

	PEP vs. Psych	PEP vs. Non-PEP
Fall	$p < .01$	$p < .001$
Winter	$p < .05$	$p < .001$
Spring	---	---
Cumulative	$p < .05$	$p < .001$

TABLE 2

MEANS AND STANDARD DEVIATIONS OF GRADE POINT AVERAGES (GPA) FOR ALL STUDENTS WHO REMAINED REGISTERED EACH QUARTER

(Scale: A=4, B=3, C=2, D=1, N=0)

	PEP (N=116)				Non-PEP Control (N=86)				Psychology Class Control (N=83)			
	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes
Fall Quarter												
GPA	2.07	2.18	1.04	2.05	1.73	1.54	1.33	1.60	2.43	2.11	2.59	2.15
Standard Deviation	1.45	1.09	1.39	1.16	1.19	1.11	1.15	1.05	1.20	.94	1.36	.94
Number of students	78	103	11	107	30	74	3	75	14	79	10	79
Winter Quarter												
GPA	2.00	2.12	1.63	1.97	1.95	1.86	2.20	1.77	2.54	2.29	1.70	2.20
Standard Deviation	1.48	1.35	1.66	1.30	1.29	1.06	1.75	1.08	1.08	.72	1.24	.80
Number of students	50	79	22	85	27	59	21	62	14	63	21	65
Spring Quarter												
GPA	1.27	1.73	1.35	1.58	1.37	1.40	1.52	1.43	2.05	2.27	1.41	2.03
Standard Deviation	1.42	1.40	1.54	1.30	1.42	1.23	1.31	1.16	1.22	1.07	1.13	1.06
Number of students	33	62	16	68	19	57	15	60	9	53	25	57
Cumulative												
GPA	1.84	1.86	1.49	1.75	1.70	1.45	1.78	1.47	2.38	2.08	1.61	2.01
Standard Deviation	1.37	1.10	1.48	1.10	1.21	1.05	1.62	.99	1.10	.90	1.20	.87
Number of students	92	106	35	110	48	79	30	79	26	79	37	79

Significant Contrasts: All Classes

	PEP vs. Psych	PEP vs. Non-PEP
Fall	---	$p < .01$
Winter	---	---
Spring	$p < .05$	---
Cumulative	---	---

FIGURE 1: AVERAGE GPA: ALL CLASSES
(N's NOT INCLUDED)

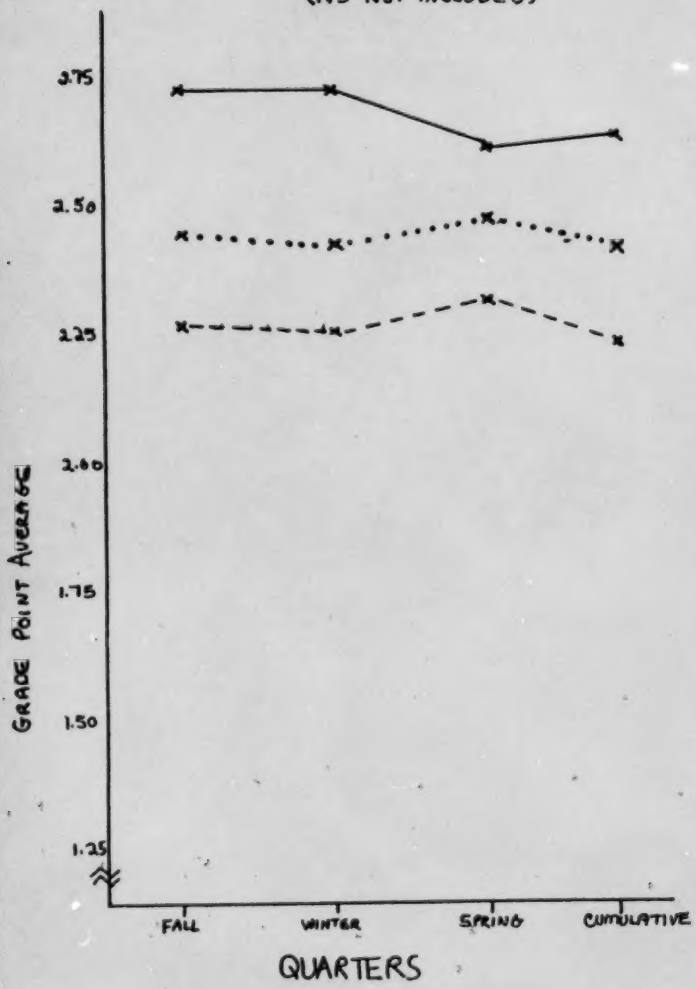

FIGURE 2: AVERAGE GPA: ALL CLASSES
(N's INCLUDED)

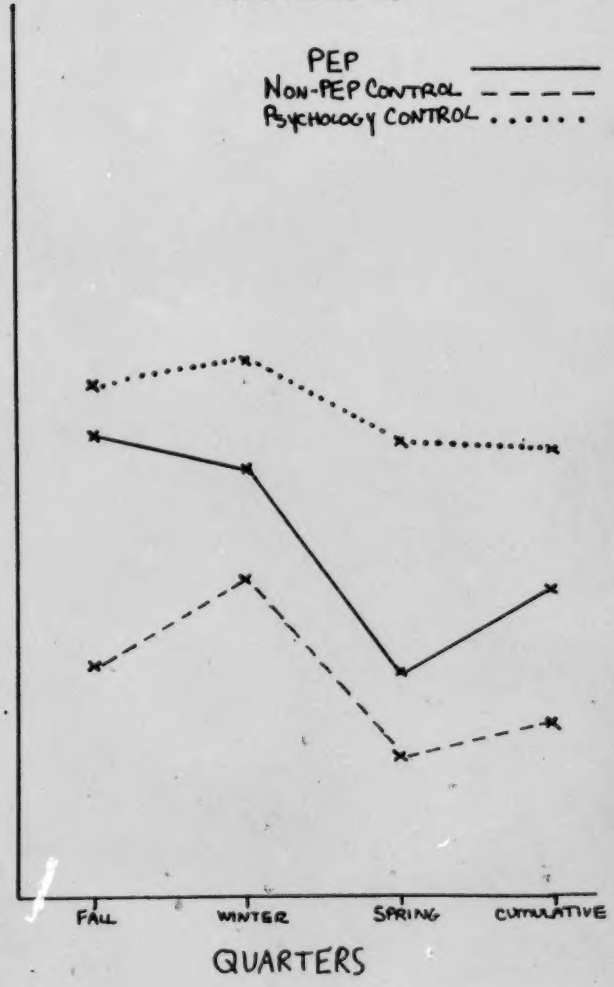

TABLE 3

MEANS AND STANDARD DEVIATIONS OF THE CREDIT COMPLETION RATIO (CCR) FOR ALL STUDENTS

	PEP (N=116)				Non-PEP Control (N=86)				Psychology Class Control (N=83)			
	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes
Fall Quarter												
CCR	.69	.74	.45	.70	.60	.59	.50	.61	.77	.85	.72	.84
Standard Deviation	.41	.39	.52	.37	.43	.44	.58	.40	.36	.30	.41	.30
Number of students	102	110	11	110	34	80	4	82	16	80	11	80
Winter Quarter												
CCR	.54	.53	.42	.51	.69	.67	.52	.62	.88	.85	.57	.80
Standard Deviation	.41	.42	.48	.36	.42	.36	.50	.34	.28	.30	.50	.30
Number of students	71	91	28	94	31	64	26	66	14	67	27	68
Spring Quarter												
CCR	.40	.41	.46	.41	.36	.52	.46	.49	.58	.71	.59	.66
Standard Deviation	.44	.42	.51	.38	.43	.42	.48	.39	.51	.38	.47	.37
Number of students	57	75	22	75	26	61	21	64	12	59	31	60
Cumulative												
CCR	.53	.53	.45	.51	.58	.54	.49	.53	.76	.77	.53	.73
Standard Deviation	.35	.34	.46	.31	.40	.38	.47	.36	.33	.30	.42	.29
Number of students	106	112	40	112	52	83	35	83	28	80	43	80

Significant Contrasts: All Classes

	PEP vs. Psych	PEP vs. Non-PEP
Fall	p .01	---
Winter	$p < .001$	$p = .05$
Spring	$p < .001$	---
Cumulative	$p < .001$	---

FIGURE 3: CREDIT COMPLETION RATIO

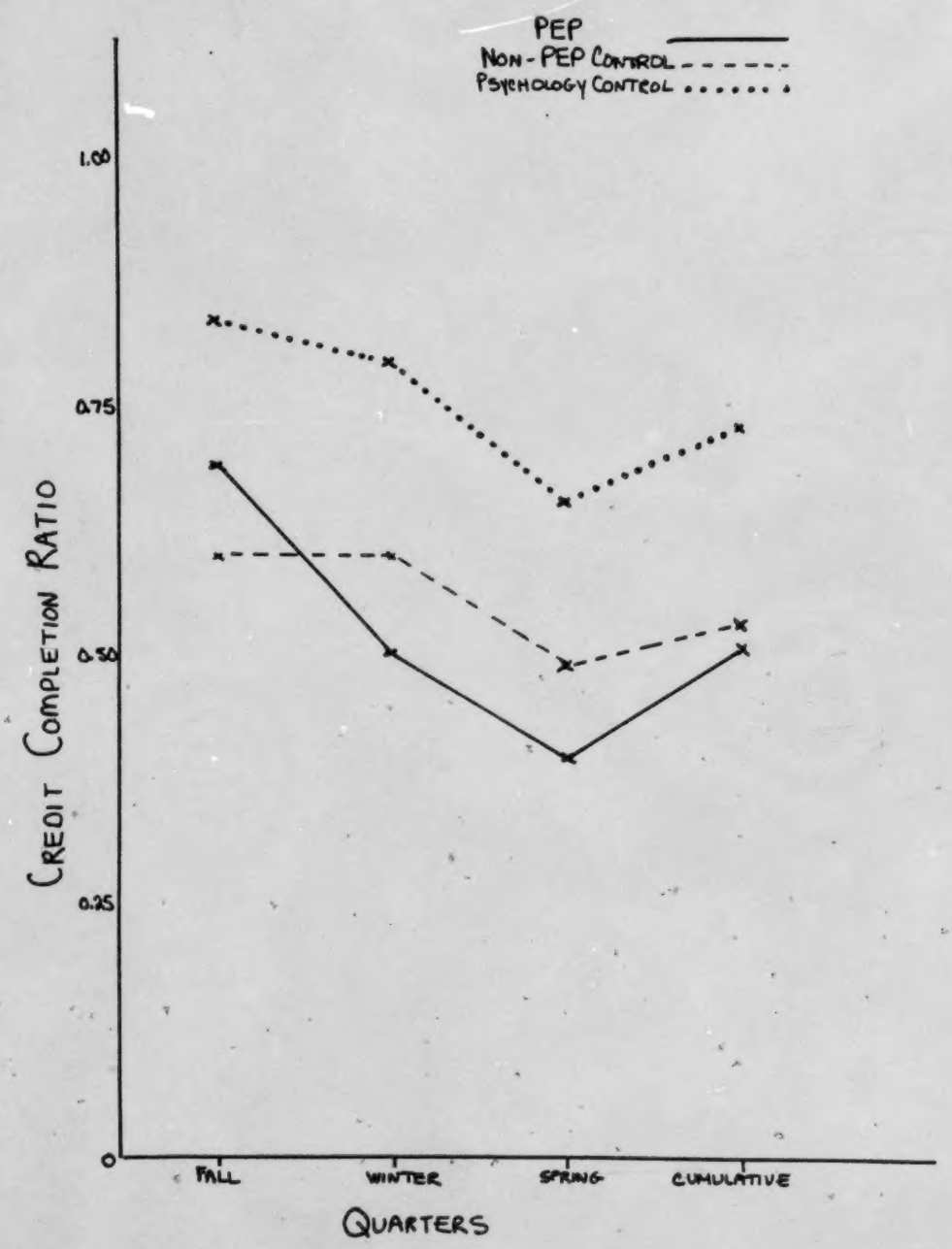

TABLE 4

PERCENTAGE OF WITHDRAWALS FROM THE UNIVERSITY DURING THE ACADEMIC YEAR

	PEP (N=116)						Non-PEP Control (N=86)						Psychology Class Control (N=83)					
	Fall Quarter		Winter Quarter		Spring Quarter		Fall Quarter		Winter Quarter		Spring Quarter		Fall Quarter		Winter Quarter		Spring Quarter	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Not registered or fees not paid	2	2	20	17	40	34	2	2	18	21	22	25	1	1	15	18	23	28
Withdrew during first two weeks	4	3	2	2	0	0	2	2	2	2	0	0	2	2	0	0	0	0
Withdrew after second week	3	3	3	3	5	4	5	6	1	1	2	2	1	1	3	4	1	1
Remained registered	10	92	91	78	71	61	77	90	65	76	62	72	79	95	65	78	59	71

TABLE 5

REGISTRATION STATUS DURING THE ACADEMIC YEAR

	PEP (N=116)		Non-PEP Control (N=86)		Psychology Class Control (N=83)	
	N	%	N	%	N	%
Completed registration for all three quarters	74	64	60	70	60	72
Remained registered for all three quarters	68	59	55	64	58	70

FIGURE 4: PERCENTAGE OF STUDENTS REMAINING REGISTERED

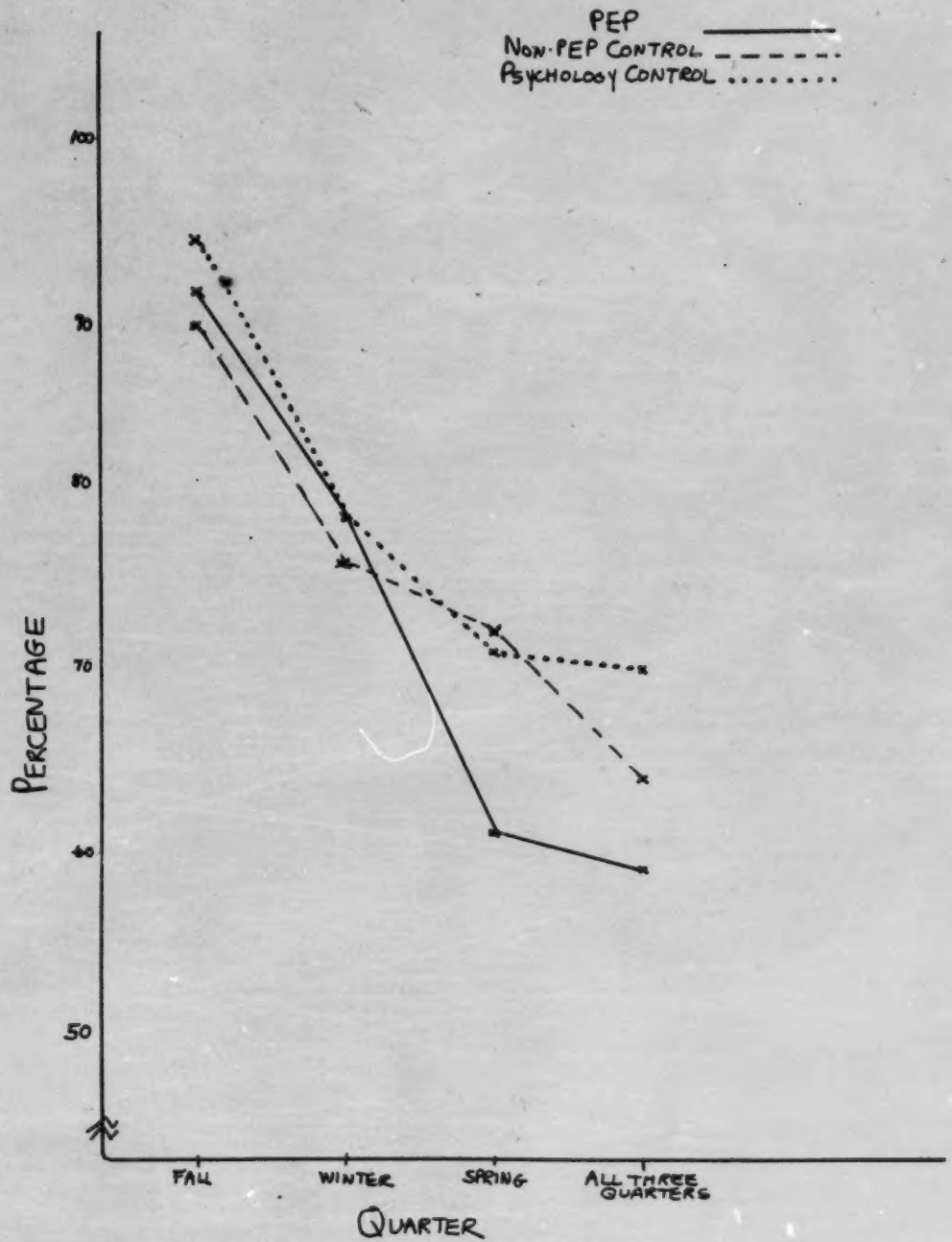

TABLE 6

CREDIT DISTRIBUTIONS FOR ALL STUDENTS

	PEP (N=116)				Non-PEP Control (N=86)				Psychology Class Control (N=83)			
	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes
Fall Quarter												
Number of students	102	110	11	110	34	80	4	82	16	80	11	80
Total credits	685	913	50	1648	146	991	9	1146	64	869	38	971
Average credits	6.7	8.3	4.5	15.0	4.3	12.4	2.2	14.0	4.0	10.9	3.4	12.1
Winter Quarter												
Number of students	71	91	28	94	31	64	26	66	14	67	27	68
Total credits	370	851	145	1366	129	667	83	879	62	752	123	937
Average credits	5.2	9.4	5.2	14.5	4.2	10.4	3.2	13.3	4.4	11.2	4.6	13.8
Spring Quarter												
Number of students	57	75	22	75	26	61	21	64	12	59	31	60
Total credits	248	712	95	1055	90	626	112	828	36	562	160	758
Average credits	4.4	9.5	4.3	14.1	3.5	10.3	5.3	12.9	3.0	9.5	5.2	12.6
Cumulative												
Number of students	106	112	40	112	52	83	35	83	28	80	43	80
Total credits	1303	2476	290	4069	365	2284	204	2853	162	2183	321	2666
Average credits	12.3	22.1	7.2	36.3	7.0	27.5	5.8	34.4	5.8	27.3	4.0	33.3

FIGURE 5

YEARLY GRADE POINT AVERAGE (N's NOT INCLUDED) FOR DIFFERENT TYPES OF CLASSES

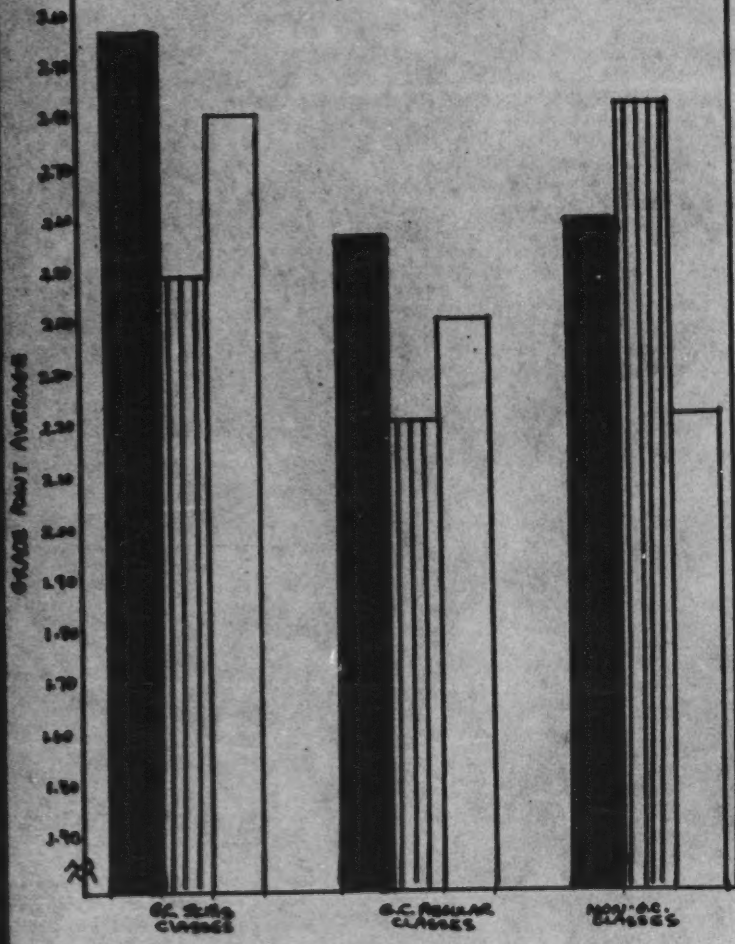

FIGURE 6

YEARLY GRADE POINT AVERAGE (N's INCLUDED) FOR DIFFERENT TYPES OF CLASSES

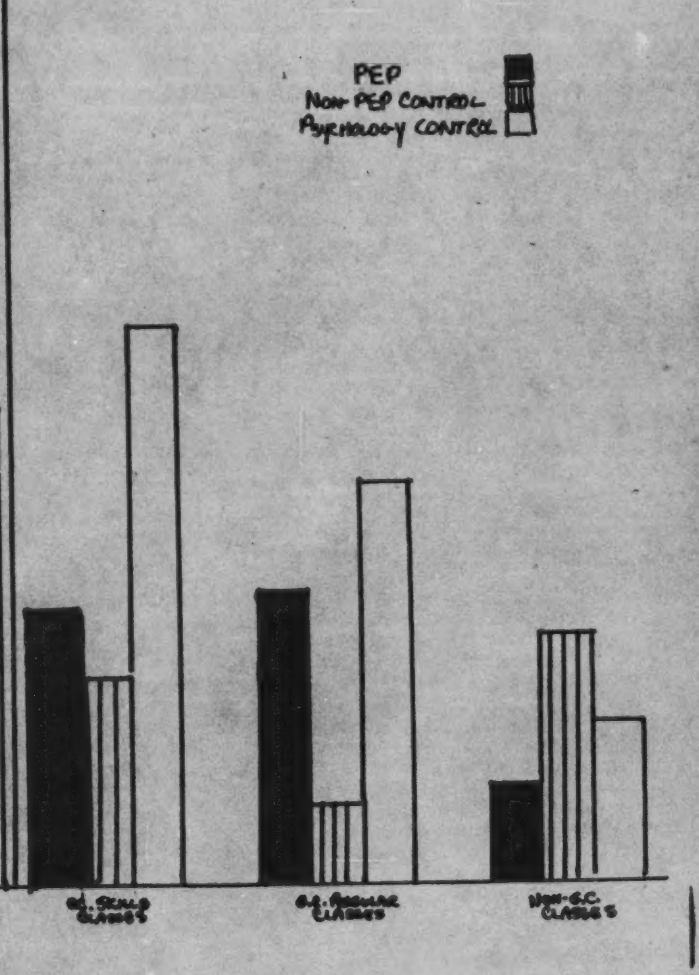

FIGURE 7

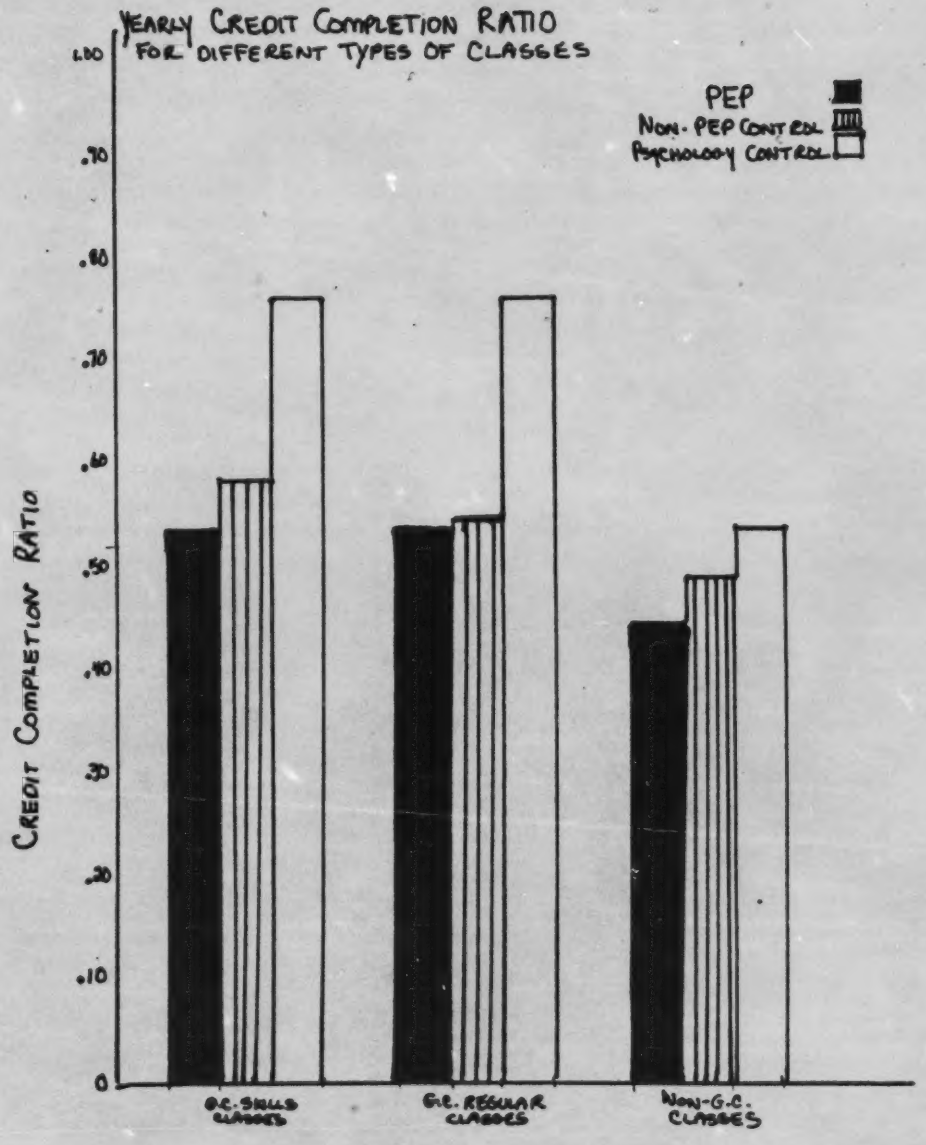
YEARLY CREDIT COMPLETION RATIO
FOR DIFFERENT TYPES OF CLASSES
PEP
NON-PEP CONTROL
PSYCHOLOGY CONTROL
CREDIT COMPLETION RATIO
1.00
.70
.80
.70
.60
.50
.40
.30
.20
.10
0
G.C. SKILLS CLASSES
G.C. REGULAR CLASSES
NON-G.C. CLASSES

TABLE 7

PEP I - AMERICAN INDIAN STUDENTS (N=36)

A. Means and Standard Deviations of Grade Point Average (GPA) for the Academic Year

	(Scale: A=4, B=3, C=2, D=1; N's not included in calculations)				(Scale: A=4, B=3, C=2, D=1, N=0)			
	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes
Fall Quarter								
GPA	2.75	2.64	3.25	2.66	1.18	1.87	1.08	1.46
Standard Deviation	.89	.62	1.06	.59	1.49	1.26	1.74	1.20
Number of students	8	21	3	26	17	27	6	31
Winter Quarter								
GPA	3.07	2.43	3.07	2.52	1.70	1.55	1.68	1.52
Standard Deviation	1.01	1.13	.81	1.00	1.77	1.51	1.70	1.37
Number of students	5	15	6	16	9	22	11	23
Spring Quarter								
GPA	3.00	2.86	1.14	2.31	1.50	1.29	.76	1.14
Standard Deviation	1.41	.90	.28	.92	1.91	1.49	.63	1.24
Number of students	2	7	4	8	4	14	6	14
Cumulative								
GPA	2.85	2.59	2.29	2.56	1.36	1.49	1.08	1.21
Standard Deviation	.90	.67	1.02	.55	1.51	1.23	1.08	1.12
Number of students	13	22	8	26	23	29	14	33

B. Credit Completion Ratio (CCR) for the Academic Year

	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes
Fall Quarter				
CCR	.44	.56	.33	.48
Standard Deviation	.44	.46	.52	.40
Number of students	25	32	6	32
Winter Quarter				
CCR	.36	.35	.44	.35
Standard Deviation	.45	.35	.48	.32
Number of students	17	25	12	25
Spring Quarter				
CCR	.50	.31	.50	.33
Standard Deviation	.52	.37	.53	.38
Number of students	12	15	8	16
Cumulative				
CCR	.34	.37	.41	.35
Standard Deviation	.36	.34	.46	.30
Number of students	27	33	16	33

TABLE 7 - CONTINUED

C. Withdrawal from the University During the Academic Year

	Fall Quarter		Winter Quarter		Spring Quarter	
	N	%	N	%	N	%
Did not register or pay fees	2	6	10	28	20	56
Withdrew during first two weeks	2	6	1	3	0	0
Withdrew after second week	1	3	0	0	0	0
Remained registered	31	86	25	69	16	44

D. Registration Status

	N	%
Completed registration all three quarters	15	42
Remained registered all three quarter	15	42

E. Credit Distributions

	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes
Fall Quarter				
Number of students	25	32	6	32
Total credits	150	288	32	470
Average credits	6.0	9.0	5.3	14.7
Winter Quarter				
Number of students	17	25	12	25
Total credits	64	239	74	377
Average credits	3.8	9.6	6.2	15.1
Spring Quarter				
Number of students	12	15	8	16
Total credits	25	148	37	2.0
Average credits	2.1	9.9	4.6	13.1
Cumulative				
Number of students	27	33	16	33
Total credits	239	675	143	1037
Average credits	8.8	20.4	8.9	31.4

TABLE 8

PEP II - MONOLINGUAL AND BILINGUAL CHICANO (N=42)

A. Means and Standard Deviations of Grade Point Average (GPA) for the Academic Year

	(Scale: A=4, B=3, C=2, D=1; N's not included in calculations)				(Scale: A=4, B=3, C=2, D=1, N=0)			
	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes
Fall Quarter								
GPA	3.04	2.67	1.67	2.81	2.57	2.57	1.25	2.57
Standard Deviation	.69	.78	.58	.75	1.24	.85	.96	.94
Number of students	34	41	3	41	39	41	4	41
Winter Quarter								
GPA	3.02	2.92	2.38	2.82	2.24	2.30	1.36	2.10
Standard Deviation	.63	.72	1.60	.73	1.36	1.34	1.70	1.30
Number of students	21	28	4	31	25	34	7	36
Spring Quarter								
GPA	2.87	2.70	3.67	2.82	1.45	1.95	1.83	1.87
Standard Deviation	.82	.77	.58	.54	1.48	1.40	2.04	1.36
Number of students	11	19	3	21	19	26	6	28
Cumulative								
GPA	3.02	2.62	2.65	2.72	2.22	2.19	1.78	2.21
Standard Deviation	.60	.69	1.32	.62	1.17	.96	1.71	.95
Number of students	36	41	9	41	40	41	13	41

B. Credit Completion Ratio (CCR) for the Academic Year

	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes
Fall Quarter				
CCR	.80	.87	.75	.84
Standard Deviation	.36	.26	.50	.28
Number of students	42	42	4	42
Winter Quarter				
CCR	.66	.59	.44	.59
Standard Deviation	.40	.42	.53	.36
Number of students	29	39	9	39
Spring Quarter				
CCR	.43	.48	.50	.48
Standard Deviation	.44	.45	.53	.41
Number of students	27	32	8	32
Cumulative				
CCR	.64	.64	.53	.64
Standard Deviation	.30	.31	.49	.26
Number of students	42	42	10	42

TABLE 8 - CONTINUED

C. Withdrawal from the University During the Academic Year

	Fall Quarter		Winter Quarter		Spring Quarter	
	N	%	N	%	N	%
Did not register or pay fees	0	0	3	7	10	24
Withdrew during first two weeks	0	0	0	0	0	0
Withdrew after two weeks	1	2	2	5	4	9
Remained registered	41	98	37	88	28	67

D. Registration Status

	N	%
Completed registration all three quarters	32	76
Remained registered all three quarters	28	67

E. Credit Distributions

	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes
Fall Quarter				
Number of students	42	42	4	42
Total credits	373	244	14	631
Average credits	8.9	5.8	3.5	15.0
Winter Quarter				
Number of students	29	39	9	39
Total credits	191	352	43	586
Average credits	6.6	9.0	4.8	15.0
Spring Quarter				
Number of students	27	32	8	32
Total credits	149	314	35	498
Average credits	5.5	9.8	4.4	15.6
Cumulative				
Number of students	42	42	10	42
Total credits	713	910	92	1715
Average credits	17.0	21.7	9.2	40.8

TABLE 9

PEP III - BLACK STUDENTS (N=38)

A. Means and Standard Deviations of Grade Point Average (GPA) for the Academic Year

	(Scale: A=4, B=3, C=2, D=1; N's not included in calculations)				(Scale: A=4, B=3, C=2, D=1, N=0)			
	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes
Fall Quarter								
GPA	3.07	2.55	Blank	2.64	1.87	1.98	0	1.95
Standard Deviation	.59	.74	0	.68	1.45	1.09	0	1.10
Number of students	15	30	0	32	22	35	1	35
Winter Quarter								
GPA	2.87	2.74	3.00	2.74	1.79	2.38	2.00	2.17
Standard Deviation	.74	.58	1.00	.57	1.54	1.08	1.82	1.16
Number of students	10	20	3	22	16	23	4	26
Spring Quarter								
GPA	2.25	2.57	3.00	2.53	.83	1.75	1.50	1.51
Standard Deviation	.50	.60	0	.58	1.15	1.32	1.73	1.23
Number of students	4	16	2	19	10	22	4	26
Cumulative								
GPA	2.97	2.52	3.00	2.58	1.69	1.77	1.72	1.71
Standard Deviation	.58	.51	.71	.50	1.39	1.04	1.68	1.04
Number of students	21	30	5	32	29	36	8	36

B. Credit Completion Ratio (CCR) for the Academic Year

	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes
Fall Quarter				
CCR	.75	.75	0	.72
Standard Deviation	.38	.39	0	.37
Number of students	35	36	1	36
Winter Quarter				
CCR	.52	.61	.33	.54
Standard Deviation	.37	.43	.47	.36
Number of students	25	27	7	30
Spring Quarter				
CCR	.30	.40	.33	.38
Standard Deviation	.36	.41	.52	.35
Number of students	18	28	6	28
Cumulative				
CCR		.55	.54	.38	.51
Standard Deviation		.34	.34	.46	.30
Number of students		37	37	10	37

TABLE 9 - CONTINUED

C. Withdrawal from the University During the Academic Year

	Fall Quarter		Winter Quarter		Spring Quarter	
	N	%	N	%	N	%
Did not register or pay fees	0	0	7	18	10	26
Withdrew during first two weeks	2	5	1	3	0	0
Withdrew after two weeks	1	3	1	3	1	3
Remained registered	35	92	29	76	27	71

D. Registration Status

	N	%
Completed registration all three quarters	27	71
Remained registered all three quarters	25	66

E. Credit Distributions

	GC Skills Classes	GC Regular Classes	Non-GC Classes	All Classes
Fall Quarter				
Number of students	35	36	1	36
Total credits	162	381	4	547
Average credits	4.6	10.6	0.4	15.2
Winter Quarter				
Number of students	25	27	7	30
Total credits	115	260	28	403
Average credits	4.6	9.6	4.0	13.4
Spring Quarter				
Number of students	18	28	6	28
Total credits	74	280	23	377
Average credits	4.1	10.0	3.8	13.5
Cumulative				
Number of students	37	37	10	37
Total credits	351	921	55	1327
Average credits	9.5	24.9	5.5	35.9

TABLE 10

HIGH SCHOOL PERCENTILE RANKS

	PEP (N=116)		Non-PEP Control (N=86)		Psychology Class Control (N=83)	
Distribution of High School Percentile Ranks						
	N	%	N	%	N	%
10 or less	7	6	3	3	4	5
11 - 20	6	5	3	3	11	13
21 - 30	8	7	7	8	9	11
31 - 40	2	2	7	8	14	17
41 - 50	4	3	7	8	11	13
Greater than 50	8	7	9	10	15	18
Missing	81	70	50	58	19	23

Means and Standard Deviations of High School Percentile Ranks

N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
35	29.43	19.61	36	37.64	17.86	64	34.70	18.86

Graduated from High School

	N	%	N	%	N	%
Yes	70	60	35	41	65	78
No	29	25	14	16	5	6
Missing	17	15	37	43	13	16

TABLE 11

GC ENTRANCE COMPREHENSIVE EXAM

MEANS AND STANDARD DEVIATIONS OF PERCENTILE RANKS

	PEP			Non-PEP Control			Psychology Class Control		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
Organizational Ability	85	26.40	22.43	69	26.35	24.10	77	51.80	27.03
Verbal Ability (SCAT)	85	20.20	19.18	69	23.51	20.14	77	45.68	24.57
Arithmetic	85	30.69	24.24	69	29.68	27.73	77	50.54	26.44
Algebra	85	28.06	24.73	69	37.09	31.43	77	61.29	28.25
Missing Data	31			17			6		

TABLE 12

PRE- AND POST-TEST MEANS AND STANDARD DEVIATIONS

OF SURVEY OF STUDY HABITS AND ATTITUDES (SSHA)

	PEP			Psychology Class Control			
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	p value
Pre-Test							
Study Habits	53	44.21	16.67	55	40.13	16.57	.20 (ns)
Study Attitudes	53	55.83	14.29	55	55.14	15.22	.81 (ns)
Study Orientation	53	100.26	27.93	55	95.09	28.74	.34 (ns)
Post-Test							
Study Habits	43	43.51	17.27	46	40.17	15.88	---
Study Attitudes	43	56.00	18.81	46	52.61	16.46	---
Study Orientation	43	99.60	33.47	46	88.37	34.17	---
Average Change per Person Between Pre- and Post-Test SSHA							
Study Habits	38	0.97	14.71	33	-1.21	9.21	.45 (ns)
Study Attitudes	38	-1.18	13.09	33	-1.27	9.40	.97 (ns)
Study Orientation	38	-0.42	25.75	33	-6.24	24.69	.34 (ns)

TABLE 13

PRE AND POST MEANS* AND STANDARD DEVIATIONS
ON THE MOONEY PROBLEM CHECK LIST

Problem Areas	PEP				Psychology Class Control			
	Pre (N=42)		Post (N=23)		Pre (N=79)		Post (N=12)	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Health and Physical Development	3.05	2.43	2.17	2.21	2.49	2.11	2.50	1.68
Finances, Living Conditions and Employment	5.43	3.76	4.70	3.11	4.16	4.05	3.50	3.23
Social and Recreational Activities	3.17	2.67	2.26	2.83	3.43	3.26	3.00	3.95
Social-Psychological Relations	2.90	3.46	2.87	3.00	3.51	3.70	4.33	3.26
Personal-Psychological Relations	3.64	3.27	2.04	2.80	3.80	3.58	4.33	4.19
Courtship, Sex and Marriage	1.48	2.79	1.48	2.39	2.14	2.55	1.42	1.16
Home and Family	2.07	2.38	1.48	2.66	2.68	3.49	2.33	3.42
Morals and Religion	1.55	1.61	1.39	2.37	3.08	4.40	1.83	2.21
Adjustment to College	5.43	4.66	4.35	3.66	6.24	4.65	6.92	5.45
The Future: Vocational and Educational	2.48	2.45	2.04	3.11	3.67	3.72	3.33	3.68
Curriculum and Teaching Procedure	1.52	2.07	1.87	2.26	1.52	1.86	2.33	1.78
TOTAL	32.57	20.99	26.65	24.23	37.51	28.51	36.58	24.59

*Means show the average number of problems indicated in a particular area.

TABLE 14

MEANS AND STANDARD DEVIATIONS ON ACADEMIC MOTIVATIONS INVENTORY

	PEP (N=49)*			Non-PEP Control (N=59)*			Psychology Class Control (N=53)*		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
Thinking Motives	40	3.07	.66	50	2.88	.67	50	2.88	.67
Achieving Motives	38	3.53	.77	52	3.41	.68	52	3.41	.68
Persisting Motives	42	3.50	.75	55	3.52	.76	55	3.52	.76
Competing Motives	44	2.55	.98	53	2.49	.91	53	2.49	.91
Influencing Motives	43	2.79	.99	54	2.69	.84	54	2.69	.84
Facilitating Anxiety	42	2.32	.88	54	1.96	.78	54	1.96	.78
Grades Orientation	42	3.55	.78	51	3.63	.59	51	3.63	.59
Economic Orientation	43	3.61	.80	55	3.50	.70	55	3.50	.70
Desire for Self-Improvement	44	3.37	.82	56	3.27	.67	56	3.27	.67
Demanding	42	2.76	.77	54	2.83	.56	54	2.83	.56
Affiliating Motives	46	3.17	.79	53	3.18	.66	53	3.18	.66
Withdrawing Motives	41	2.49	.92	50	2.28	.64	50	2.28	.64
Need for Esteem	38	2.82	.79	44	2.69	.90	44	2.69	.90
Debilitating Anxiety	43	2.69	1.02	53	2.74	.85	53	2.74	.85
Dislike School	40	2.21	.91	52	1.89	.72	52	1.89	.72
Discouraged about School	41	2.30	.92	51	2.26	.75	51	2.26	.75

*Number of students who completed the Academic Motivations Inventory.

TABLE 15

SEX OF STUDENTS

	PEP		Non-PEP Control		Psychology Class Control	
	N	%	N	%	N	%
Female	53	46	48	56	51	61
Male	60	52	38	44	30	36
Missing Data	3	2	0	0	2	3

TABLE 16

AGE OF STUDENTS

	PEP (N=56)*		Non-PEP Control (N=52)*		Psychology Class Control (N=47)*	
	N	%	N	%	N	%
17 or under	5	9	2	4	4	9
18 - 22	27	48	36	69	37	79
23 - 25	9	16	2	4	4	9
26 - 30	4	7	7	14	1	2
31 - 35	3	5	2	4	0	0
36 and over	3	5	1	2	0	0
Missing Data	5	9	2	4	1	2

*Number of students who completed the GC Student Survey.

TABLE 17

VETERAN STATUS

	PEP (N=56)*		Non-PEP Control (N=52)*		Psychology Class Control (N=47)*	
	N	%	N	%	N	%
Yes	3	5	4	8	2	4
No	47	84	46	89	42	89
Missing Data	6	11	2	4	3	6

TABLE 18

STUDENTS PLANNING ON WORKING WHILE ATTENDING COLLEGE

	PEP (N=56)*		Non-PEP Control (N=52)*		Psychology Class Control (N=47)*	
	N	%	N	%	N	%
No	24	43	20	39	9	19
Yes: 1-10 hours/week	7	13	5	10	9	19
Yes: 11-20 hours/week	18	32	15	29	23	49
Yes: 21-35 hours/week	4	7	5	10	5	11
Yes: 36 or more hours/week	1	2	3	6	1	2
Missing Data	2	4	4	8	0	0

*Number of students who completed the GC Student Survey.

TABLE 19

SOURCE OF FINANCIAL SUPPORT TO ATTEND COLLEGE

	PEP			Non-PEP Control			Psychology Class Control		
	N	%	$\bar{X}^a$	N	%	$\bar{X}^a$	N	%	$\bar{X}^a$
Family	7	6	41.71	12	14	41.50	26	31	58.77
Work	21	18	30.19	13	15	31.69	20	24	32.55
Savings	3	2	23.32	13	15	36.69	22	26	37.82
Loan	19	16	37.84	11	13	52.45	17	20	43.06
Scholarship	38	33	80.37	23	27	73.56	10	12	42.00
Other	9	8	53.44	2	2	62.00	1	1	99.00
Missing Data	64	55		47	55		40	48	

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[a] $\bar{X}$ = Average percent of total support

TABLE 20

WAS GENERAL COLLEGE THE STUDENT'S FIRST, SECOND, OR THIRD CHOICE?

	PEP (N=56) *		Non-PEP Control (N=52) *		Psychology Class Control (N=47)*	
	N	%	N	%	N	%
First Choice	43	77	26	50	16	34
Second Choice	12	21	20	39	27	57
Third Choice	0	0	1	2	3	6
Fourth Choice	0	0	1	2	1	2
Missing Data	1	2	4	8	0	0

TABLE 21

NUMBER OF OTHER COLLEGES TO WHICH STUDENTS APPLIED

	PEP (N=56) *		Non-PEP Control (N=52)*		Psychology Class Control (N=47)*	
	N	%	N	%	N	%
No Other	38	68	27	52	21	45
One Other	13	23	14	27	20	43
Two Others	4	7	5	10	5	11
Three Others	0	0	3	6	0	0
Four or More Others	0	0	2	4	1	2
Missing Data	1	2	1	2	0	0

*Number of students who completed the GC Student Survey.

TABLE 22

NUMBER OF OTHER COLLEGE ACCEPTANCES STUDENTS RECEIVED PRIOR TO FALL, 1979

	PEP (N=56)*		Non-PEP Control (N=52)*		Psychology Class Control (N=47)*	
	N	%	N	%	N	%
None	40	71	33	64	28	60
One	10	18	7	14	12	26
Two	4	7	8	15	4	9
Three or more	0	0	2	4	2	4
Missing Data	2	4	2	4	1	2

TABLE 23

DO STUDENTS HAVE SIBLINGS WHO HAVE ATTENDED THE UNIVERSITY PREVIOUSLY OR WHO ARE CURRENTLY ATTENDING?

	PEP (N=56)*		Non-PEP Control (N=52)*		Psychology Class Control (N=47)*	
	N	%	N	%	N	%
Yes	11	20	13	25	20	43
No	44	79	37	71	26	55
Missing Data	1	2	2	4	1	2

*Number of students who completed the GC Student Survey.

TABLE 24

STUDENTS' TRANSFER PLANS FROM THE GENERAL COLLEGE

	PEP (N=56)*		Non-PEP Control (N=52)*		Psychology Class Control (N=47)*	
	N	%	N	%	N	%
No, do not plan to transfer	18	32	10	19	4	9
Yes, to a college within the University	19	34	30	58	30	64
Yes, to another college outside the University	0	0	2	4	3	6
Not sure	18	32	8	15	9	19
Missing Data	1	2	2	4	1	2

TABLE 25

STUDENTS' HIGHEST GRADE LEVEL COMPLETED BEFORE ENROLLING IN GENERAL COLLEGE

	PEP (N=56)*		Non-PEP Control (N=52)*		Psychology Class Control (N=47)*	
	N	%	N	%	N	%
Less than 8th grade	0	0	0	0	0	0
Eighth grade	1	2	0	0	0	0
Some high school	7	13	2	4	0	0
High school graduate	36	64	41	79	34	72
One year or less of college	5	9	5	10	8	17
Two or more years of college	2	4	1	2	2	4
Other	5	9	0	0	2	4
Missing Data	0	0	3	6	1	2

*Number of students who completed the GC Student Survey.

TABLE 26

YEARS SINCE STUDENTS LAST ATTENDED ANY SCHOOL

	PEP (N=56) *		Non-PEP Control (N=52) *		Psychology Class Control (N=47) *	
	N	%	N	%	N	%
Less than 1 year	25	45	29	56	36	77
1 - 2 years	14	25	12	23	7	15
3 - 5 years	5	9	4	8	3	6
6 - 10 years	6	11	2	4	0	0
More than 10 years	4	7	1	2	0	0
Missing Data	2	4	4	8	1	2

TABLE 27

SINCE LEAVING HIGH SCHOOL OR OBTAINING A G.E.D., HAVE STUDENTS EVER TAKEN COURSES AT ANY POST-SECONDARY INSTITUTION?

	PEP (N=56) *		Non-PEP Control (N=52) *		Psychology Class Control (N=47) *	
	N	%	N	%	N	%
No	35	63	35	67	34	72
Yes	21	38	17	33	13	28

*Number of students who completed the GC Student Survey.

TABLE 28

HIGHEST ACADEMIC DEGREE TO WHICH STUDENTS ASPIRE

	PEP (N=56)*		Non-PEP Control (N=52)*		Psychology Class Control (N=47)*	
	N	%	N	%	N	%
None	5	9	5	10	4	9
Certificate	1	2	1	2	1	2
Associate Degree	2	4	1	2	5	11
Bachelor's Degree	27	48	17	33	18	38
Master's Degree	14	25	11	21	7	15
Doctorate	3	6	8	16	4	9
Other	0	0	2	4	2	4
Missing Data	4	7	7	14	6	13

*Number of students who completed the GC Student Survey.

TABLE 29

PARENTAL OCCUPATION

	PEP		Non-PEP Control		Psychology Class Control	
	N	%	N	%	N	%
Professional	3	3	6	7	2	2
Managerial	2	2	2	2	15	18
Farm	0	0	0	0	1	1
Sales	0	0	1	1	7	8
Skilled Trade	15	13	8	9	8	10
Service Trade	4	3	3	3	2	2
Unskilled	2	2	1	1	0	0
Other	27	23	9	10	10	12
Missing Data	63	54	50	58	38	46

TABLE 30

PARENTS' EDUCATIONAL LEVEL

	PEP (N=56)*				Non-PEP Control (N=52)*				Psychology Class Control (N=47)*			
	Mother		Father		Mother		Father		Mother		Father	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than 8th grade	17	30	15	27	8	6	5	10	1	2	1	2
Eighth grade	4	7	7	13	4	8	5	10	0	0	5	11
Some high school	7	13	5	9	7	14	3	6	4	9	2	4
High school graduate or equivalent	14	25	11	20	12	23	11	21	11	23	9	19
Two years or less of college but no degree	5	9	2	4	6	12	3	6	10	21	5	11
Post-high school vocational training or certificate	0	0	2	4	1	2	1	2	0	0	3	6
Two-year college degree	0	0	1	2	4	8	1	2	3	2	3	6
Three-four years of college but no degree	2	4	1	2	0	0	3	6	2	4	1	2
Four-year college degree	0	0	1	2	5	10	4	8	10	21	11	23
Some graduate school	0	0	0	0	1	2	0	0	0	0	2	4
Graduate degree	0	0	0	0	2	4	5	10	1	2	2	4
Other	1	2	1	2	1	2	2	4	0	0	0	0
Missing Data	6	11	10	18	6	12	9	17	5	11	3	6

*Number of students who completed the GC Student Survey.

TABLE 31

STUDENTS' SELF-RATING ON HOW WELL PREPARED THEY FEEL IN THE FOLLOWING AREAS

	PEP (N=56)*								Non-PEP Control (N=52)*								Psychology Class Control (N=47)*							
	Very Well		Fairly Well		Not Well		Missing Data		Very Well		Fairly Well		Not Well		Missing Data		Very Well		Fairly Well		Not Well		Missing Data	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Math Skills	3	5	36	64	16	29	1	2	5	10	24	46	21	40	2	4	5	11	16	34	21	45	5	11
Writing Skills	7	13	38	68	11	20	0	0	6	12	37	71	7	14	2	4	5	11	33	70	5	11	4	9
Reading Skills	9	16	42	75	5	9	0	0	16	31	32	62	2	4	2	4	18	38	22	47	3	6	4	9
Study Skills	3	5	37	66	16	29	0	0	6	12	32	62	10	19	4	8	3	6	29	62	11	23	4	9
Library and Research Skills	3	5	36	64	17	30	0	0	8	15	31	60	10	19	3	6	6	13	25	53	12	26	4	9
Time Management Skills	5	9	34	61	17	30	0	0	7	14	31	60	10	19	4	8	3	6	31	66	8	17	5	11
Science	4	7	29	52	23	41	0	0	7	14	26	50	16	31	3	6	3	6	24	51	16	34	4	9
History, Social Science	6	11	31	55	18	32	1	2	6	12	31	60	12	23	3	6	4	9	32	68	7	15	4	9
Musical and Artistic Skills	10	18	28	50	17	30	1	2	15	29	21	40	14	27	2	4	10	21	16	34	17	36	4	9
Decision-Making Skills	13	23	34	61	8	14	1	2	13	25	33	64	3	6	3	6	11	23	27	57	4	9	5	11
Career and College Major Plans	13	23	27	48	14	25	2	4	12	23	28	54	9	17	3	6	9	19	22	47	11	23	5	11

*Number of students who completed the GC Student Survey.

TABLE 32

DO STUDENTS THINK THEY WILL HAVE ANY TROUBLE PASSING ANY OF THEIR COURSES?

	PEP (N=56)*		Non-PEP Control (N=52)*		Psychology Class Control (N=47)*	
	N	%	N	%	N	%
Yes	6	11	2	4	25	53
No	23	41	26	50	21	45
Don't Know	26	46	22	42	1	2
Missing Data	1	2	2	4	0	0

TABLE 33

DO STUDENTS FEEL THEY NEED HELP IN DECIDING OR PLANNING FOR A JOB OR CAREER?

	PEP (N=56)*		Non-PEP Control (N=52)*		Psychology Class Control (N=47)*	
	N	%	N	%	N	%
Yes	25	45	22	42	14	30
No	12	21	16	31	18	38
Not Sure	17	30	11	21	14	30
Missing Data	2	4	3	6	1	2

*Number of students who completed the GC Student Survey.

TABLE 34

IN WHICH AREAS DO STUDENTS BELIEVE THEY WILL NEED SPECIAL TUTORING OR REMEDIAL WORK?**

	PEP (N=56) *		Non-PEP Control (N=52) *		Psychology Class Control (N=47) *	
	N	%	N	%	N	%
English	33	59	16	31	6	13
Reading	17	30	4	8	2	4
Mathematics	33	59	30	58	12	26
Science	23	41	15	29	5	11
Social Science	13	23	5	10	1	2
Foreign Language	14	25	8	15	3	6

**Students checked as many as applied

TABLE 35

HOW DID STUDENTS LEARN ABOUT GENERAL COLLEGE?**

	PEP (N=56)*		Non-PEP Control (N=52)*		Psychology Class Control (N=47)*	
	N	%	N	%	N	%
College Recruiter	9	16	11	21	6	13
Friends	17	30	10	19	12	26
Family	6	11	4	8	10	21
Guidance Counselor or High School Teacher	13	23	17	33	16	34
Media	0	0	2	4	1	2
Other	12	21	5	10	7	15

**Students checked as many as applied

*Number of students who completed the GC Student Survey.

TABLE 36

WHY DID STUDENTS ENROLL IN GENERAL COLLEGE?**

	PEP (N=56)*		Non-PEP Control (N=52)*		Psychology Class Control (N=47)*	
	N	%	N	%	N	%
My parents wanted me to go	6	11	8	15	6	13
My friends wanted me to go	3	5	3	6	1	2
I could not find a job	0	0	0	0	0	0
I wanted to get away from home	3	5	3	6	2	4
To be able to get a better job	28	50	21	40	17	36
To gain a general education and appreciation of ideas	34	61	23	44	28	60
To improve my academic background	25	45	27	52	24	51
There was nothing better to do	3	5	0	0	1	2
To make me a more cultured person	23	41	15	29	8	17
To complete courses necessary to transfer to another college	10	18	19	37	21	45
To be able to make more money	22	39	15	29	14	30
To learn more about things that interest me	27	48	22	42	22	47
To meet new and interesting people	21	38	13	25	18	38
To prepare myself for graduate or professional school	22	39	18	35	14	30
I was not accepted to my first-choice college	8	14	9	17	18	38
I wanted a particular program in the General College	9	16	2	4	2	4
Other	3	5	2	4	3	6

**Students checked as many as applied
*Number of students who completed the GC Student Survey.

TABLE 37

IN WHICH OF THE FOLLOWING AREAS WOULD COUNSELING BE HELPFUL?**

	PEP (N=56)*		Non-PEP Control (N=52)*		Psychology Class Control (N=47)*	
	N	%	N	%	N	%
Financial	36	64	24	46	9	19
Family	5	9	2	4	1	2
Academic	24	43	26	50	17	36
Career	30	54	24	46	19	40
Making Friends	5	9	1	2	2	4
Marriage or Couples	1	2	0	0	0	0
Stress Reduction	4	7	4	8	4	9
Chemical Dependency	3	5	1	2	1	2
Test or Speech Anxiety	7	13	6	12	5	11
Other	1	2	0	0	0	0

**Students checked as many as applied

*Number of students who completed the GC Student Survey.

TABLE 38

PEP I -- AMERICAN INDIAN STUDENTS (N=36)

High School Percentile Rank Mean and Standard Deviation

N = 9 $\bar{X}$ = 21.44 SD = 13.31 Missing Data = 27

Graduated from High School

	N	%
Yes	18	50
No	9	25
Missing Data	9	25

Parental Occupation

	N	%
Professional	0	0
Managerial	1	3
Farm	0	0
Sales	0	0
Skilled Trade	3	8
Service Trade	0	0
Unskilled	1	3
Other	9	25
Missing Data	22	61

Source of Financial Support to Attend College

	N	%	$\bar{X}^a$
Family	1	3	33.00
Work	6	17	28.17
Savings	1	3	25.00
Loan	7	19	35.57
Scholarship	14	39	81.57
Other	6	17	57.00
Missing Data	16	44	

[a] $\bar{X}$ = Average percent of total support

TABLE 38 - CONTINUED

(PEP I - AMERICAN INDIAN)

GC Entrance Comprehensive Exam - Means and Standard Deviations of Percentile Ranks

	N	$\bar{X}$	SD
Organizational Ability	24	32.92	23.26
Verbal Ability (SCAT)	24	29.17	25.69
Arithmetic	24	35.42	26.74
Algebra	24	26.46	21.84

Pre- and Post-Test Means and Standard Deviations of Survey of Study Habits and Attitudes (SSHA)

	N	$\bar{X}$	SD
Pre-Test			
Study Habits	14	32.28	12.29
Study Attitudes	14	63.71	13.92
Study Orientation	14	86.00	22.88
Post-Test			
Study Habits	12	48.83	13.84
Study Attitudes	12	64.08	16.07
Study Orientation	12	113.33	25.41

Average Change per Person Between Pre- and Post-Test SSHA

	N	$\bar{X}$	SD
Study Habits	11	15.91	10.65
Study Attitudes	11	10.00	11.14
Study Orientation	11	26.36	17.21

TABLE 38 - CONTINUED

(PEP I - AMERICAN INDIAN)

Means and Standard Deviations on Academic Motivations Inventory [N=10]

	N	$\bar{X}$	SD
Thinking Motives	9	2.96	.65
Achieving Motives	9	3.71	.71
Persisting Motives	9	3.26	.50
Competing Motives	9	2.33	1.00
Influencing Motives	10	2.30	.52
Facilitating Anxiety	9	1.96	.68
Grades Orientation	8	3.59	.65
Economic Orientation	8	3.69	.85
Desire for Self-improvement	10	3.42	.67
Demanding	9	2.42	.57
Affiliating Motives	10	3.20	.45
Withdrawing Motives	8	2.50	.97
Need for Esteem	9	2.48	.20
Debilitating Anxiety	9	2.62	1.14
Dislike School	8	2.06	.86
Discouraged about School	9	2.13	.88

Pre and Post Means and Standard Deviations on Mooney Problem Check List

	Pre (N=14)		Post (N=3)	
	$\bar{X}$	SD	$\bar{X}$	SD
Health and Physical Development	4.00	2.66	2.33	1.53
Finances, Living Conditions & Employment	4.86	3.28	2.67	1.53
Social and Recreational Activities	4.14	2.48	2.33	1.16
Social-Psychological Relations	4.36	3.13	2.00	3.46
Personal-Psychological Relations	5.07	3.69	5.33	4.16
Courtship, Sex and Marriage	1.57	1.40	1.67	1.53
Home and Family	2.64	2.13	1.00	1.73
Morals and Religion	1.71	1.90	.67	1.16
Adjustment to College	8.43	4.91	8.33	1.53
The Future: Vocational and Educational	2.07	1.73	.67	1.16
Curriculum and Teaching Procedure	1.50	2.25	1.67	.58
TOTAL	40.43	19.47	28.67	11.59

TABLE 38

PEP I -- AMERICAN INDIAN STUDENTS (N=12)**

Sex of Students

	N	%
Female	10	83
Male	2	17
Missing Data	0	0

Age of Students

	N	%
17 or under	1	8
18 - 22	4	33
23 - 25	4	33
26 - 30	2	17
31 - 35	0	0
36 and over	1	8
Missing Data	0	0

Veteran Status

	N	%
Yes	0	0
No	10	83
Missing Data	2	17

Students Planning on Working While Attending College

	N	%
No	5	42
1-10 hours/week	3	25
11-20 hours/week	4	33
21-35 hours/week	0	0
36 or more hours/week	0	0
Missing Data	0	0

Was General College the Students' First, Second, or Third Choice?

	N	%
First Choice	9	75
Second Choice	3	25
Third Choice	0	0
Fourth Choice	0	0
Missing Data	0	0

**Number of students who completed the GC Student Survey.

TABLE 38 - CONTINUED

(PEP I - AMERICAN INDIAN)

Number of Other Colleges to Which Students Applied	N	%
No Other	9	75
One Other	3	25
Two Others	0	0
Three Others	0	0
Four or More Others	0	0
Missing Data	0	0

Number of Other College Acceptances Students Received Prior to Fall, 1979	N	%
None	10	83
One	2	17
Two	0	0
Three or more	0	0
Missing Data	0	0

Do Students Have Siblings Who Have Attended the University or Who Are Currently Attending?	N	%
Yes	3	25
No	9	75
Missing Data	0	0

Students' Transfer Plans From the General College	N	%
No, do not plan to transfer	4	33
Yes, to a college within the University	4	33
Yes, to another college outside the University	0	0
Not sure	4	33
Missing Data	0	0

TABLE 38- CONTINUED

(PEP I - AMERICAN INDIAN)

Students' Highest Grade Level Completed Before Enrolling in General College	N	%
Less than 8th grade	0	0
Eighth grade	1	8
Some high school	4	33
High school graduate	4	33
One year or less of college	2	17
Two or more years of college	1	8
Other	0	0
Missing Data	0	0

Years Since Students Last Attended Any School	N	%
Less than 1 year	2	17
1 - 2 years	4	33
3 - 5 years	3	25
6 - 10 years	2	17
More than 10 years	1	8
Missing Data	0	0

Since Leaving High School or Obtaining a G.E.D., Have Students Ever Taken Courses at any Post-Secondary Institution?	N	%
No	6	50
Yes	6	50

Highest Academic Degree to Which Students Aspire	N	%
None	1	8
Certificate	1	8
Associate Degree	2	17
Bachelor's Degree	4	33
Master's Degree	3	25
Doctorate	0	0
Other	0	0
Missing Data	1	8

TABLE 38 - CONTINUED

(PEP I - AMERICAN INDIAN)

Parents' Educational Level	Mother N	Mother %	Father N	Father %
Less than 8th grade	1	8	0	0
Eighth grade	1	8	3	25
Some high school	2	17	2	17
High school graduate or equivalent	5	42	4	33
Two years or less of college but no degree	2	17	0	0
Post-high school vocational training or certificate	0	0	1	8
Two-year college degree	0	0	0	0
Three-four years of college but no degree	1	8	0	0
Four-year college degree	0	0	0	0
Some graduate school	0	0	0	0
Graduate degree	0	0	0	0
Other	0	0	0	0
Missing Data	0	0	2	17

Students' Self-Rating on How Well Prepared They Are in the Following Areas	Very Well N	Very Well %	Fairly Well N	Fairly Well %	Not Well N	Not Well %
Math Skills	0	0	3	25	9	75
Writing Skills	1	8	6	50	5	42
Reading Skills	3	25	6	50	3	25
Study Skills	0	0	5	42	7	58
Library and Research Skills	2	17	6	50	4	33
Time Management Skills	2	17	4	33	6	50
Science	0	0	5	42	7	58
History, Social Science	3	25	3	25	6	50
Musical and Artistic Skills	2	17	5	42	5	42
Decision-Making Skills	2	17	7	58	3	25
Career and College Major Plans	3	25	4	33	5	42

TABLE 38 - CONTINUED

(PEP I - AMERICAN INDIAN)

Do Students Think They Will Have Any Trouble Passing Any of Their Courses?

	N	%
Yes	1	8
No	5	42
Don't Know	6	50
Missing Data	0	0

Do Students Feel They Need Help in Deciding or Planning for a Job or Career?

	N	%
Yes	4	33
No	6	50
Not Sure	2	17
Missing Data	0	0

In Which Areas Do Students Believe They Will Need Special Tutoring or Remedial Work?*

	N	%
English	7	58
Reading	2	17
Mathematics	10	83
Science	6	50
Social Science	1	8
Foreign Language	1	8

*Students checked as many as applied

How Did Students Learn About General College?*

	N	%	Blank	%
College Recruiter	2	17	10	83
Friends	3	25	9	75
Family	2	17	10	83
Guidance Counselor or High School Teacher	1	8	11	92
Media	0	0	12	100
Other	3	25	9	75

*Students checked as many as applied

TABLE 38 - CONTINUED

(PEP I - AMERICAN INDIAN)

Why Did Students Enroll in General College?*	N	%
My parents wanted me to go	2	17
My friends wanted me to go	2	17
I could not find a job	0	0
I wanted to get away from home	1	8
To be able to get a better job	9	75
To gain a general education and appreciation of ideas	10	83
To improve my academic background	7	58
There was nothing better to do	1	8
To make me a more cultured person	4	33
To complete courses necessary to transfer to another college	2	17
To be able to make more money	3	25
To learn more about things that interest me	8	67
To meet new and interesting people	4	33
To prepare myself for graduate or professional school	2	17
I was not accepted to my first-choice college	2	17
I wanted a particular program in the General College	2	17
Other	0	0

*Students checked as many as applied

In Which of the Following Areas Would Counseling Be Helpful?*	N	%
Financial	8	67
Family	0	0
Academic	6	50
Career	7	58
Making Friends	0	0
Marriage or Couples	0	0
Stress Reduction	2	17
Chemical Dependency	2	17
Test or Speech Anxiety	2	17
Other	0	0

*Students checked as many as applied

TABLE 89

PEP II -- MONOLINGUAL AND BILINGUAL CHICANO STUDENTS (N=42)

High School Percentile Rank Mean and Standard Deviation

N = 8 $\bar{X}$ = 25.0 SD = 21.49 Missing Data = 34

Graduated from High School

	N	%
Yes	24	57
No	14	33
Missing Data	4	10

Parental Occupation

	N	%
Professional	0	0
Managerial	1	2
Farm	0	0
Sales	0	0
Skilled Trade	6	14
Service Trade	1	2
Unskilled	1	2
Other	9	21
Missing Data	24	57

Source of Financial Support to Attend College

	N	%	$\bar{X}$[a]
Family	0	0	0.0
Work	4	10	26.3
Savings	0	0	0.0
Loan	5	12	23.0
Scholarship	10	24	86.6
Other	0	0	0.0
Missing Data	31	74	

[a] $\bar{X}$ = Average percent of total support

TABLE 39 - CONTINUED

(PEP II - MONOLINGUAL AND BILINGUAL CHICANO)

GC Entrance Comprehensive Exam - Means and Standard Deviations of Percentile Ranks

	N	$\bar{X}$	SD
Organizational Ability	33	25.45	23.76
Verbal Ability (SCAT)	33	15.36	14.69
Arithmetic	33	26.76	24.28
Algebra	33	26.52	20.48

Pre- and Post-Test Means and Standard Deviations of Survey of Study Habits and Attitudes (SSHA)

	N	$\bar{X}$	SD
Pre-Test			
Study Habits	33	45.88	15.24
Study Attitudes	33	56.24	14.71
Study Orientation	33	102.48	27.62
Post-Test			
Study Habits	29	41.59	18.11
Study Attitudes	29	53.86	18.57
Study Orientation	29	95.41	34.36

Average Change per Person Between Pre- and Post-Test SSHA

	N	$\bar{X}$	SD
Study Habits	25	-4.20	11.40
Study Attitudes	25	-5.52	11.19
Study Orientation	25	-10.24	20.23

TABLE 39- CONTINUED

(PEP II - MONOLINGUAL AND BILINGUAL CHICANO)

Means and Standard Deviations on Academic Motivations Inventory [N=22]

	N	$\bar{X}$	SD
Thinking Motives	18	3.27	.64
Achieving Motives	16	3.40	.69
Persisting Motives	19	3.53	.80
Competing Motives	20	2.65	1.08
Influencing Motives	18	3.15	.94
Facilitating Anxiety	19	2.53	.96
Grades Orientation	19	3.61	.80
Economic Orientation	20	3.65	.79
Desire for Self-improvement	21	3.48	.87
Demanding	19	2.85	.79
Affiliating Motives	20	3.19	.84
Withdrawing Motives	19	2.61	.91
Need for Esteem	18	3.00	.83
Debilitating Anxiety	19	2.81	1.00
Dislike School	19	2.42	.87
Discouraged about School	18	2.53	.91

Pre and Post Means and Standard Deviations on Mooney Problem Check List

	Pre (N=25)		Post (N=16)	
	$\bar{X}$	SD	$\bar{X}$	SD
Health and Physical Development	2.76	2.24	2.38	2.47
Finances, Living Conditions & Employment	6.28	3.86	5.69	2.87
Social and Recreational Activities	2.80	2.77	2.50	3.29
Social-Psychological Relations	2.36	3.59	2.44	2.99
Personal-Psychological Relations	3.20	2.87	3.00	2.85
Courtship, Sex and Marriage	1.60	3.45	1.69	2.75
Home and Family	2.00	2.55	1.94	3.02
Morals and Religion	1.60	1.50	1.88	2.68
Adjustment to College	4.36	3.80	4.13	3.46
The Future: Vocational and Educational	3.00	2.74	2.81	3.45
Curriculum and Teaching Procedure	1.72	2.07	2.19	2.61
TOTAL	31.40	20.47	30.63	26.73

TABLE 39

PEP II -- MONOLINGUAL AND BILINGUAL CHICANO STUDENTS (N=30)**

Sex of Students

	N	%
Female	15	36
Male	36	62
Missing Data	1	2

Age of Students

	N	%
17 or under	0	0
18 - 22	18	60
23 - 25	3	10
26 - 30	1	3
31 - 35	1	3
36 and over	2	7
Missing Data	5	17

Veteran Status

	N	%
Yes	0	0
No	26	87
Missing Data	4	13

Students Planning on Working While Attending College

	N	%
No	15	50
1-10 hours/week	2	7
11-20 hours/week	8	27
21-35 hours/week	3	10
36 or more hours/week	0	0
Missing Data	2	7

Was General College the Students' First, Second, or Third Choice?

	N	%
First Choice	27	90
Second Choice	2	7
Third Choice	0	0
Fourth Choice	0	0
Missing Data	1	3

**Number of students who completed the GC Student Survey.

TABLE 39 - CONTINUED

(PEP II - MONOLINGUAL AND BILINGUAL CHICANO)

Number of Other Colleges to Which Students Applied	N	%
No Other	22	73
One Other	6	20
Two Others	1	3
Three Others	0	0
Four or More Others	0	0
Missing Data	1	3

Number of Other College Acceptances Students Received Prior to Fall, 1979	N	%
None	22	73
One	4	13
Two	2	7
Three or more	0	0
Missing Data	2	7

Do Students Have Siblings Who Have Attended the University or Who Are Currently Attending?	N	%
Yes	4	13
No	25	83
Missing Data	1	3

Students' Transfer Plans From the General College	N	%
No, do not plan to transfer	13	43
Yes, to a college within the University	6	20
Yes, to another college outside the University	0	0
Not sure	10	33
Missing Data	1	3

TABLE 39 - CONTINUED

(PEP II - MONOLINGUAL AND BILINGUAL CHICANO)

Students' Highest Grade Level Completed Before Enrolling in General College	N	%
Less than 8th grade	0	0
Eighth grade	0	0
Some high school	2	7
High school graduate	23	77
One year or less of college	0	0
Two or more years of college	1	3
Other	4	13
Missing Data	0	0

Years Since Students Last Attended Any School	N	%
Less than 1 year	15	50
1 - 2 years	8	27
3 - 5 years	1	3
6 - 10 years	3	10
More than 10 years	2	7
Missing Data	1	3

Since Leaving High School or Obtaining a G.E.D., Have Students Ever Taken Courses at any Post-Secondary Institution?	N	%
No	21	70
Yes	9	30

Highest Academic Degree to Which Students Aspire	N	%
None	2	7
Certificate	0	0
Associate Degree	0	0
Bachelor's Degree	16	53
Master's Degree	6	20
Doctorate	3	10
Other	0	0
Missing Data	3	10

TABLE 39 - CONTINUED

(PEP II - MONOLINGUAL AND BILINGUAL CHICANO)

Parents' Education	Mother		Father	
	N	%	N	%
Less than 8th grade	14	47	13	43
Eighth grade	3	10	4	13
Some high school	4	13	1	3
High school graduate or equivalent	2	7	4	13
Two years or less of college but no degree	1	3	1	3
Post-high school vocational training or certificate	0	0	0	0
Two-year college degree	0	0	1	3
Three-four years of college but no degree	0	0	0	0
Four-year college degree	0	0	0	0
Some graduate school	0	0	0	0
Graduate degree	0	0	0	0
Other	1	3	1	3
Missing Data	5	17	5	17

Students' Self-Rating on How Well Prepared They Are in the Following Areas	Very Well		Fairly Well		Not Well		Missing Data	
	N	%	N	%	N	%	N	%
Math Skills	1	3	22	73	6	20	1	3
Writing Skills	2	7	22	73	6	20	0	0
Reading Skills	1	3	27	90	2	7	0	0
Study Skills	3	10	21	70	6	20	0	0
Library and Research Skills	0	0	20	67	10	33	0	0
Time Management Skills	2	7	21	70	7	23	0	0
Science	3	10	14	47	13	43	0	0
History, Social Science	2	7	18	60	9	30	1	3
Musical and Artistic Skills	3	10	19	63	8	27	0	0
Decision-Making Skills	6	20	18	60	5	17	1	3
Career and College Major Plans	8	27	14	47	7	23	1	3

TABLE 39 - CONTINUED

(PEP II - MONOLINGUAL AND BILINGUAL CHICANO)

Do Students Think They Will Have Any Trouble Passing Any of Their Courses?

	N	%
Yes	3	10
No	11	37
Don't Know	15	50
Missing Data	1	3

Do Students Feel They Need Help in Deciding or Planning for a Job or Career?

	N	%
Yes	17	57
No	2	7
Not Sure	9	30
Missing Data	2	7

In Which Areas Do Students Believe They Will Need Special Tutoring or Remedial Work?*

	N	%
English	18	60
Reading	14	47
Mathematics	15	50
Science	16	53
Social Science	10	33
Foreign Language	7	23

*Students checked as many as applied

How Did Students Learn About General College?*

	N	%	Blank	%
College Recruiter	5	17	25	83
Friends	11	37	19	63
Family	1	3	29	97
Guidance Counselor or High School Teacher	8	27	22	73
Media	0	0	30	100
Other	6	20	24	80

*Students checked as many as applied

TABLE 39 - CONTINUED

(PEP II - MONOLINGUAL AND BILINGUAL CHICANO)

Why Did Students Enroll in General College?*	N	%
My parents wanted me to go	4	13
My friends wanted me to go	1	3
I could not find a job	0	0
I wanted to get away from home	2	7
To be able to get a better job	16	53
To gain a general education and appreciation of ideas	20	67
To improve my academic background	13	43
There was nothing better to do	1	3
To make me a more cultured person	18	60
To complete courses necessary to transfer to another college	5	17
To be able to make more money	16	53
To learn more about things that interest me	15	50
To meet new and interesting people	12	40
To prepare myself for graduate or professional school	17	57
I was not accepted to my first-choice college	0	0
I wanted a particular program in General College	7	23
Other	1	3

*Students checked as many as applied

In Which of the Following Areas Would Counseling Be Helpful?*	N	%
Financial	21	70
Family	5	17
Academic	11	37
Career	16	53
Making Friends	4	13
Marriage or Couples	0	0
Stress Reduction	1	3
Chemical Dependency	2	7
Test or Speech Anxiety	0	0
Other	4	13

*Students checked as many as applied

TABLE 40

PEP III -- BLACK STUDENTS (N=38)

High School Percentile Rank Mean and Standard Deviation

N = 18 $\bar{X}$ = 35.39 SD = 20.37 Missing Data = 20

Graduated from High School

	N	%
Yes	28	74
No	6	16
Missing Data	4	11

Parental Occupation

	N	%
Professional	3	8
Managerial	0	0
Farm	0	0
Sales	0	0
Skilled Trade	6	16
Service Trade	3	8
Unskilled	0	0
Other	9	23
Missing Data	17	45

Source of Financial Support to Attend College

	N	%	$\bar{X}$[a]
Family	6	16	43.17
Work	11	29	32.73
Savings	2	5	22.50
Loan	7	18	50.71
Scholarship	14	37	74.71
Other	3	8	46.30
Missing Data	17	45	

[a] $\bar{X}$ = Average percent of total support

TABLE 40 - CONTINUED

(PEP III - BLACK STUDENTS)

GC Entrance Comprehensive Exam - Means and Standard Deviations of Percentile Ranks

	N	$\bar{X}$	SD
Organizational Ability	28	21.93	19.41
Verbal Ability (SCAT)	28	18.46	14.95
Arithmetic	28	31.28	21.92
Algebra	28	31.25	31.35

Pre- and Post-Test Means and Standard Deviations of Survey of Study Habits and Attitudes (SSHA)

	N	$\bar{X}$	SD
Pre-Test			
Study Habits	6	62.83	13.41
Study Attitudes	6	58.50	14.60
Study Orientation	6	121.33	27.08
Post-Test			
Study Habits	2	39.50	27.58
Study Attitudes	2	38.50	28.99
Study Orientation	2	78.00	56.57

Average Change per Person Between Pre- and Post-Test SSHA

	N	$\bar{X}$	SD
Study Habits	2	-16.50	3.54
Study Attitudes	2	-8.50	12.02
Study Orientation	2	-25.00	15.56

TABLE 40- CONTINUED

(PEP III - BLACK STUDENTS)

Means and Standard Deviations on Academic Motivations Inventory [N=17]

	N	$\bar{X}$	SD
Thinking Motives	13	2.87	.67
Achieving Motives	13	3.66	.91
Persisting Motives	14	3.62	.83
Competing Motives	15	2.53	.87
Influencing Motives	15	2.68	1.17
Facilitating Anxiety	14	2.26	.85
Grades Orientation	15	3.46	.86
Economic Orientation	15	3.50	.82
Desire for Self-improvement	13	3.17	.86
Demanding	14	2.86	.85
Affiliating Motives	16	3.13	.93
Withdrawing Motives	14	2.32	.94
Need for Esteem	11	2.79	.97
Debilitating Anxiety	15	2.59	1.04
Dislike School	13	1.98	.99
Discouraged about School	14	2.12	.94

Pre and Post Means and Standard Deviations on Mooney Problem Check List

	Pre (N=3)		Post (N=4)	
	$\bar{X}$	SD	$\bar{X}$	SD
Health and Physical Development	1.00	1.00	1.25	1.50
Finances, Living Conditions & Employment	1.00	1.00	2.25	3.30
Social and Recreational Activities	1.67	1.53	1.25	1.50
Social-Psychological Relations	.67	.58	.50	1.00
Personal-Psychological Relations	.67	.58	.50	.58
Courtship, Sex and Marriage	.00	.00	.50	1.00
Home and Family	.00	.00	.00	.00
Morals and Religion	.33	.58	.00	.00
Adjustment to College	.33	.58	2.25	3.86
The Future: Vocational and Educational	.00	.00	.00	.00
Curriculum and Teaching Procedure	.00	.00	.75	.96
TOTAL	5.67	2.52	9.25	12.31

TABLE 40

PEP III -- BLACK STUDENTS (N=14)**

Sex of Students

	N	%
Female	13	36
Male	23	58
Missing Data	2	6

Age of Students

	N	%
17 or under	4	29
18 - 22	5	36
23 - 25	2	14
26 - 30	1	7
31 - 35	2	14
36 and over	0	0
Missing Data	0	0

Veteran Status

	N	%
Yes	3	21
No	11	79
Missing Data	0	0

Students Planning on Working While Attending College

	N	%
No	4	29
1-10 hours/week	2	14
11-20 hours/week	6	43
21-35 hours/week	1	7
36 or more hours/week	1	7
Missing Data	0	0

Was General College the Students' First, Second, or Third Choice?

	N	%
First Choice	7	50
Second Choice	7	50
Third Choice	0	0
Fourth Choice	0	0
Missing Data	0	0

**Number of students who completed the GC Student Survey.

TABLE 40 - CONTINUED

(PEP III - BLACK STUDENTS)

Number of Other Colleges to Which Students Applied	N	%
No Other	7	50
One Other	4	29
Two Others	3	21
Three Others	0	0
Four or More Others	0	0
Missing Data	0	0

Number of Other College Acceptances Students Received Prior to Fall, 1979	N	%
None	8	57
One	4	29
Two	2	14
Three or more	0	0
Missing Data	0	0

Do Students Have Siblings Who Have Attended the University or Who Are Currently Attending?	N	%
Yes	4	29
No	10	71
Missing Data	0	0

Students' Transfer Plans From the General College	N	%
No, do not plan to transfer	1	7
Yes, to a college within the University	9	64
Yes, to another college outside the University	0	0
Not sure	4	29
Missing Data	0	0

TABLE 40 - CONTINUED

(PEP III - BLACK STUDENTS)

Students' Highest Grade Level Completed Before Enrolling in General College	N	%
Less than 8th grade	0	0
Eighth grade	0	0
Some high school	1	7
High school graduate	9	64
One year or less of college	3	21
Two or more years of college	0	0
Other	1	7
Missing Data	0	0

Years Since Students Last Attended Any School	N	%
Less than 1 year	8	57
1 - 2 years	2	14
3 - 5 years	1	7
6 - 10 years	1	7
More than 10 years	1	7
Missing Data	1	7

Since Leaving High School or Obtaining a G.E.D., Have Students Ever Taken Courses at any Post-Secondary Institution?	N	%
No	8	57
Yes	6	43

Highest Academic Degree to Which Students Aspire	N	%
None	2	14
Certificate	0	0
Associate Degree	0	0
Bachelor's Degree	7	50
Master's Degree	5	36
Doctorate	0	0
Other	0	0
Missing Data	0	0

TABLE 40 - CONTINUED

(PEP III - BLACK STUDENTS)

Parents' Education Level	Mother		Father	
	N	%	N	%
Less than 8th grade	2	14	2	14
Eighth grade	0	0	0	0
Some high school	1	7	2	14
High school graduate or equivalent	7	50	3	21
Two years or less of college but no degree	2	14	1	7
Post-high school vocational training or certificate	0	0	1	7
Two-year college degree	0	0	0	0
Three-four years of college but no degree	1	7	1	7
Four-year college degree	0	0	1	7
Some graduate school	0	0	0	0
Graduate degree	0	0	0	0
Other	0	0	0	0
Missing Data	1	7	3	21

Students' Self-Rating of How Well Prepared They Are in the Following Areas	Very Well		Fairly Well		Not Well		Missing Data	
	N	%	N	%	N	%	N	%
Math Skills	2	14	11	79	1	7	0	0
Writing Skills	4	29	10	71	0	0	0	0
Reading Skills	5	36	9	64	0	0	0	0
Study Skills	0	0	11	79	3	21	0	0
Library and Research Skills	1	7	10	71	3	21	0	0
Time Management Skills	1	7	9	64	4	29	0	0
Science	1	7	10	71	3	21	0	0
History, Social Science	1	7	10	71	3	21	0	0
Musical and Artistic Skills	5	36	4	29	4	29	1	7
Decision-Making Skills	5	36	9	64	0	0	0	0
Career and College Major Plans	2	14	9	64	2	14	1	7

TABLE 40 - CONTINUED

(PEP III - BLACK STUDENTS)

Do Students Think They Will Have Any Trouble Passing Any of Their Courses?

	N	%
Yes	2	14
No	7	50
Don't Know	5	36
Missing Data	0	0

Do Students Feel They Need Help in Deciding or Planning for a Job or Career?

	N	%
Yes	4	29
No	4	29
Not Sure	6	43
Missing Data	0	0

In Which Areas Do Students Believe They Will Need Special Tutoring or Remedial Work?*

	N	%
English	8	57
Reading	1	7
Mathematics	8	57
Science	1	7
Social Science	2	14
Foreign Language	6	43

*Students checked as many as applied

How Did Students Learn About General College?*

	N	%	Blank	%
College Recruiter	2	14	12	86
Friends	3	21	11	79
Family	3	21	11	79
Guidance Counselor or High School Teacher	4	29	10	71
Media	0	0	14	100
Other	3	21	11	79

*Students checked as many as applied

TABLE 40 - CONTINUED

(PEP III - BLACK STUDENTS)

Why Did Students Enroll in General College?*

	N	%
My parents wanted me to go	0	0
My friends wanted me to go	0	0
I could not find a job	0	0
I wanted to get away from home	0	0
To be able to get a better job	3	21
To gain a general education and appreciation of ideas	4	29
To improve my academic background	5	36
There was nothing better to do	1	7
To make me a more cultured person	1	7
To complete courses necessary to transfer to another college	3	21
To be able to make more money	3	21
To learn more about things that interest me	4	29
To meet new and interesting people	5	36
To prepare myself for graduate or professional school	3	21
I was not accepted to my first-choice college	6	43
I wanted a particular program in General College	0	0
Other	2	14

*Students checked as many as applied

In Which of the Following Areas Would Counseling Be Helpful?*

	N	%
Financial	7	50
Family	0	0
Academic	7	50
Career	7	50
Making Friends	1	7
Marriage or Couples	0	0
Stress Reduction	0	0
Chemical Dependency	0	0
Test or Speech Anxiety	1	7
Other	1	7

*Students checked as many as applied

TABLE 41

CORRELATIONS BETWEEN SELECTED VARIABLES AND MEASURES OF ACADEMIC SUCCESS AND RETENTION

A. PEP and Non-PEP Control

	Cumulative CCR	Cumulative GPA (no N)	Cumulative GPA (N)	Continued Registration
High School Percentile Rank	.49**	-.05	.29**	.16
GC Comprehensive Exam				
Organizational Ability	.02	.25**	.07	.10
Verbal Ability	-.11	.14	-.08	-.02
Arithmetic	-.07	.03	-.11	-.06
AMI Scales				
Thinking Motives	.03	.0]	.04	.12
Achieving Motives	.04	.16	.08	.08
Persisting Motives	.20*	.09	.20*	.16
Competing Motives	-.02	-.07	-.04	-.09
Influencing Motives	.03	.09	.07	.04
Facilitating Anxiety	-.04	.13	.03	-.05
Grades Orientation	.04	-.07	-.02	.11
Economic Orientation	.05	-.12	-.03	.11
Desire for Self-Improvement	.00	-.03	.01	.14
Demanding	.05	.09	.09	-.08
Affiliating Motives	-.01	-.06	.01	.08
Withdrawing Motives	.03	.04	.00	-.09
Approval Motives	.10	.06	.14	.10
Debilitating Anxiety	.15	.11	.13	-.03
Dislike School	-.15	.00	-.11	-.15
Discouraged About School	-.17	-.04	-.11	-.25**
Male Continuance	.08	.07	.08	.02
Female Continuance	.09	.11	.05	.22*
Male GPA	.02	-.06	.03	.11
CCR (Fall)	----	----	----	.46**
GPA Fall (No N)	----	----	----	.03
GPA Fall (N)	----	----	----	.37**

* $p < .05$

** $p < .01$

TABLE 41 - CONTINUED

B. Psychology Class Control

	Cumulative CCR	Cumulative GPA (no N)	Cumulative GPA (N)	Continued Registration
High School Percentile Rank	.17	-.05	.15	-.02
GC Comprehensive Exam				
Organizational Ability	.08	.47**	.33**	-.10
Verbal Ability	.08	.41**	.35**	-.07
Arithmetic	.05	.42**	.31**	-.06
Algebra	.27**	.25*	.37**	.13
AMI Scales				
Thinking Motives	-.05	.02	-.11	-.13
Achieving Motives	-.01	-.11	-.13	-.08
Persisting Motives	.09	.02	.04	.21
Competing Motives	-.24*	-.08	-.23	-.12
Influencing Motives	-.09	-.14	-.13	-.11
Facilitating Anxiety	-.24*	.10	-.06	-.26*
Grades Orientation	-.20	-.33*	-.37**	-.20
Economic Orientation	-.06	-.29*	-.27*	-.12
Desire for Self-Improvement	.02	-.17	-.09	.11
Demanding	-.15	-.11	-.11	-.01
Affiliating Motives	.02	-.09	-.09	-.04
Withdrawing Motives	-.21	-.18	-.25*	-.02
Approval Motives	-.24*	-.25*	-.32*	-.09
Debilitating Anxiety	-.02	-.29*	-.18	-.05
Dislike School	-.22	-.14	-.23	-.12
Discouraged About School	-.06	-.45**	-.33*	.08
Male Continuance	.01	-.25*	-.20	-.19
Female Continuance	.04	.06	.06	.10
Male GPA	.18	.41**	.33**	-.11
CCR (Fall)	----	----	----	.55**
GPA Fall (no N)	----	----	----	-.05
GPA Fall (N)	----	----	----	.33**

* $p < .05$

** $p < .01$

TABLE 41 - CONTINUED

C. All Students Combined

	Cumulative CCR	Cumulative GPA (no N)	Cumulative GPA (N)	Continued Registration
High School Percentile Rank	.34**	-.05	.23**	.08
GC Comprehensive Exam				
Organizational Ability	.14*	.29**	.21**	.05
Verbal Ability	.10	.21**	.14**	-.01
Arithmetic	.08	.15*	.08	-.04
Algebra	.20*	.04	.11	.09
AMI Scales				
Thinking Motives	-.03	.02	-.01	.04
Achieving Motives	.00	.08	.01	.03
Persisting Motives	.13	.07	.14	.14*
Competing Motives	-.09	-.07	-.10	-.11
Influencing Motives	-.02	.01	.00	-.01
Facilitating Anxiety	-.06	.12	.02	-.08
Grades Orientation	-.02	-.15	-.12	.03
Economic Orientation	-.01	-.17	-.11	.03
Desire for Self-Improvement	-.05	-.06	-.05	.10
Demanding	.01	.03	.04	.06
Affiliating Motives	.04	-.07	.01	.07
Withdrawing Motives	.04	-.03	-.02	-.03
Approval Motives	.03	-.03	.03	.06
Debilitating Anxiety	.13	.00	.06	-.02
Dislike School	-.09	-.05	-.10	-.05
Discouraged About School	-.09	-.15*	-.13	-.15*
Male Continuance	.06	-.03	.01	-.03
Female Continuance	.06	.10	.05	.17*
Male GPA	.04	.07	.09	.05
CCR (Fall)	----	----	----	.48**
GPA Fall (no N)	----	----	----	.00
GPA Fall (N)	----	----	----	.36**

* $p < .05$

** $p < .01$

TABLE 42

MEANS OF CCR AND GPA CLASSIFIED BY SELECTED VARIABLES

	PEP			Non-PEP Control			Psychology Class Control		
	CCR year	GPA (no N)	GPA (N)	CCR year	GPA (no N)	GPA (N)	CCR year	GPA (no N)	GPA (N)
Sex									
Female									
Mean	.50	2.69	1.73	.49	2.32	1.46	.73	2.39	2.01
Number	52	42	52	45	34	42	50	46	49
Male									
Mean	.52	2.58	1.72	.57	2.16	1.48	.74	2.47	2.00
Number	57	49	55	37	34	37	30	27	29
Age									
17 - 22									
Mean	.62	2.78	2.16	.49	2.01	1.28	.73	2.35	2.04
Number	31	29	30	37	32	35	40	38	39
23 and older									
Mean	.52	2.61	1.75	.59	2.55	1.78	.77	3.30	2.99
Number	19	16	19	11	9	11	5	5	5
Father's Academic Background									
High School Diploma or less									
Mean	.60	2.72	2.03	.58	2.19	1.59	.71	2.49	2.19
Number	38	33	37	22	21	21	17	16	16
Beyond high school									
Mean	.76	2.82	2.60	.55	2.20	1.59	.75	2.48	2.15
Number	7	7	7	19	17	18	26	25	26
Students' Aspirations									
Four-year degree or less									
Mean	.58	2.65	2.03	.49	2.04	1.23	.73	2.47	2.22
Number	34	30	33	23	21	23	27	26	26
Beyond four-year degree									
Mean	.60	2.88	2.04	.56	2.32	1.76	.81	2.62	2.37
Number	17	16	17	20	17	18	13	13	13

TABLE 43

PERCENTAGES OF STUDENT RETENTION CLASSIFIED BY SELECTED VARIABLES

	PEP				Non-PEP Control				Psychology Class Control			
	Remained Registered		Dropped Out		Remained Registered		Dropped Out		Remained Registered		Dropped Out	
	N	%	N	%	N	%	N	%	N	%	N	%
Sex												
Female	29	55	24	45	26	54	22	46	32	63	19	37
Male	36	60	24	40	29	76	9	24	26	87	4	13
Age												
17 - 22	22	69	10	31	27	71	11	29	31	76	10	24
23 and older	12	63	7	37	7	58	5	42	3	60	2	40
Father's Academic Background												
High school diploma or less	22	58	16	42	16	67	8	33	13	76	4	24
Beyond high school	7	88	1	12	15	79	4	21	19	70	8	30
Students' Aspirations												
Four-year degree or less	19	54	16	46	15	62	9	38	21	75	7	25
Beyond four-year degree	14	82	3	18	17	81	4	19	10	77	3	23